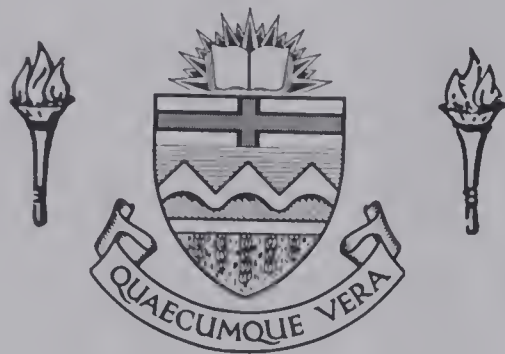


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A PILOT UNIT BASED ON ORIGINAL SOURCES
FOR GRADE 10 SOCIAL STUDIES
IN THE NORTHWEST TERRITORIES

by



Aldrich James Dyer

A THESIS

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The undersigned certify that they have read, and recommended to the Faculty of Graduate Studies for acceptance, a thesis entitled "A Pilot Unit Based On Original Sources for Grade 10 Social Studies In The Northwest Territories" submitted by Aldrich James Dyer in partial fulfilment of the requirements for the degree of Master of Education.

ABSTRACT

This study was an attempt to construct a pilot unit based on the Journals of Samuel Hearne, Sir Alexander Mackenzie, Sir John Franklin and Sir George Back for Grade 10 Social Studies students in the Mackenzie District of the Northwest Territories. The unit endeavours to have students utilize the skills and tools of the historian and the social scientist so that the background of current problems in the Territories might be studied.

Excerpts from the above named group of observers were chosen because of the relevance of the topic in the excerpt to current problems. Specific objectives were defined after consideration of the needs of the students, the requirements set out in the Alberta program and the important basic and structuring ideas of the disciplines of history and chiefly anthropology of the social sciences. The procedures suggested by Hilda Taba were utilized in the construction of the unit. The content, learning activities, specific objectives and examination content were checked independently to see if they contained the "compelling ideas" of history as defined by Henry Steele Commager and the "anthropological insights" of Pertti J. Pelto. The same components of the unit were analyzed as to whether they

dealt with and found application for the steps in the mode of inquiry as outlined by the Carnegie Curriculum Center.

This study maintained that since the content, learning activities, specific objectives and examination content each exhibited the ideas of Commager, Pelto and the Carnegie Curriculum Center and were devised with specific conditions in mind that the unit might be judged as ready for trial in a classroom.

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CHAPTER I

INTRODUCTION

I. STATEMENT AND SIGNIFICANCE OF THE PROBLEM

The major task of this study was to construct a pilot unit for Grade Ten Social Studies students living in the Mackenzie District of the Northwest Territories.

Secondary students in the Mackenzie District follow the prescribed courses of the Alberta Department of Education which issues certificates and credit standings for students.

A Reference Paper for the Advisory Commission on the Development of Government in the Northwest Territories indicates the peculiar problem to which this study responds.¹ The paper cites the special needs of northern pupils, the need for special teaching materials, and the fact that existing materials from the provinces are not appropriate to the northern setting. This study attempts to provide materials which are apposite to a northern setting and tailored to the needs of northern students.

¹Department of Northern Affairs, A Reference Paper For The Advisory Commission On The Development Of Government In The Northwest Territories (Ottawa: Queen's Printer) p. 68.

The Reference Paper further says:

The Education System of the Northwest Territories, like the provincial systems, tries to provide the best education program to fit the abilities and ambitions of the northern people and to meet the needs of the society in which they live. It aims at an ethnically integrated system of basic elementary, secondary, and higher education for all young people.²

In order to accomplish such aims, it is necessary to establish materials and activities designed to meet the needs of northern students, yet to make sure that any activities so planned complement and reinforce the overall program of the province. This study attempts to provide northern materials that do in fact complement the Alberta Social Studies program. The northern materials deal with cultures past and present in the north and attempt to promote in these students a pride in their northern heritage.

II. PURPOSES OF THIS STUDY

This study deals only with a fractional portion of the Social Studies. It gives attention to problem solving, the nature and value of history, and its allied social science disciplines, but specifically related to contents that deal with northern topics.

The Cameron Report on education in Alberta states

²Ibid., p. 68.

that the choice of methodology lies with the teacher.³ Brundage says that too much is expected of the classroom teacher in creating and organizing diverse materials of instruction.⁴ The Guidebook provided by the Chemistry Study Group demonstrates how effective aid can be given to the teacher.⁵ This study maintains that good source material dealing with northern topics abounds but that there must be attempts to collect, sort and organize the material for the busy, sometimes southern oriented teachers. This study responds to this need.

The Reference Paper, noted above, states that the program of the Territories must be clearly related to those of the adjacent provinces in order to "maintain a comparable graduating standard."⁶ If this is true, then one ear of the unit planner must be tuned to the beat of

³Government of the Province of Alberta. Report of the Royal Commission on Education in Alberta (Edmonton, Alberta: Queen's Printer, 1959).

⁴Erven Brundage. "Our Love Affair With Change." Theory Into Practice, Volume 5 (Columbus, Ohio: Ohio State University) p. 95.

⁵Chemical Education Material Study. Teacher Guide For Chemistry, An Experimental Science (San Francisco: Freeman and Company, 1963).

⁶Reference paper, Op. cit., p. 68.

the Alberta drummer, while his mind records the fact that 13,233 out of the total population of 22,998 people in the Territories are of Indian or Eskimo descent.⁷ It is imperative that the planner keep in mind for whom he plans his material, therefore it is important that the 13,000 know more about their own culture and the other 9,000 know how to appreciate that culture.

Happily, the new Alberta Social Studies 30 program presents no hurdles. The 1967 tentative program assumes that the "goal of general education is the good man", and declares that in this contest "the fundamental objective of the Social Studies is to develop thoughtful students of social problems."⁸ Any geographic area will have its peculiar social problems and there must be provision for discussion of these peculiar problems. The problems can be discussed by adapting the topics of the Alberta course of study but there also needs to be a more formally organized schedule for the discussion of social problems of the north.

⁷Dominion Bureau of Statistics, 1961 Census figures.

⁸Department of Education, Senior High School Curriculum Guide (Province of Alberta. Sept. 1967) p. 106.

But the Alberta Curriculum Guide for Social Studies 10 also points out that: (1) The Grade 10 course is concerned with some modern problems and man's heritage from the classical period. (2) Social Studies 10 is the only senior high school social studies course that is compulsory for all secondary students. and (3) Materials which compose Social Studies 10 course, are drawn from the social sciences and history.⁹

It appears reasonable, then, to contend that the Social Studies 10 course for the students of the District of Mackenzie should deal with:

- (1) problems in the society where the student lives;
- (2) citizenship plus the social science disciplines set forth in the Guide;
- (3) the heritage of all these students rather than with only the western heritage;
- (4) our economic system and the citizen's role in economic life; and

⁹Alberta Department of Education, Op. cit., pp. 6 - 18.

(5) the improvement of human relations.

This unit was designed in terms of these specific objectives.

III. PROCEDURE

With such aims and purposes for a study, it becomes a problem of how to organize and what to consider in preparing instructional materials.

The curriculum consultants in the Eight Year Study defined the elements of curriculum and their relationships in the following fashion:¹⁰

Objectives

Subject Matter

Method and Organization

Evaluation

The authors thought the diagram suggested four questions and six relationships between components:

- (1) What are the objectives?
- (2) What methods and organization are to be used?
- (3) What subject matter is to be developed?
- (4) How can the results be evaluated?

Hilda Taba, Curriculum Development: Theory and Practice (New York: Harcourt, Bruce and World, Inc., 1962) p. 425.

This study attempts to define these elements and then to weave the elements into a whole to form the unit. The process of evaluation must entail trial in the classroom but evaluation consists of more than trial of a product. Evaluation is a continuing process. The evaluation in this study does not allow for trial evaluation but only for a form wherein the author looks at the product with certain criteria in mind and judges how well his product reflects his criteria. If his criteria are valid, and his application consistent, then this form of judgment serves as an evaluation.

A unit is the organized part of the teaching-learning plan. It consists of objectives, diagnosed needs, organized content, learning activities for students, student materials, lesson plans for teachers along with evaluation devices to measure student learning, all fashioned into a whole with design and structure.

A pilot unit is an experimental unit that is preplanned containing all the elements of curriculum construction with the hope that its modified form will become a part of the curriculum of an area for which it was designed. It is the teaching-learning unit which a teacher constructs prior to actual instruction.

The 1967 Alberta Senior High School Curriculum Guide defines Social Studies as:

...all those scholarly materials which have to do with human conduct, with the study of man in groups, with the consideration of interrelationships of human beings, which have been selected and organized for the purposes of instruction of youth in secondary schools.¹¹

This study accepts that definition.

Hilda Taba suggests eight steps in building a teaching-learning unit. The steps include:

- (1) Diagnosis of needs.
- (2) Specific objectives.
- (3) Selection of topics.
- (4) Organization of content.
- (5) Selection of learning activities.
- (6) Organization of learning activities.
- (7) Checking for balance and sequence.¹²

Taba maintains that consideration of each of these steps guarantees that all the elements required in curriculum building, as defined by the Eight Year Study, will have been considered.

¹¹Alberta Curriculum Guide, p. 6.

¹²Taba, Op. cit., p. 12.

This is the procedure which this study follows in order to construct a teaching-learning unit in the social studies for Grade 10 students in the District of Mackenzie, Northwest Territories. This procedure will be detailed in Chapter II.

The above definition of social studies specified scholarly materials. Dr. Berry defines social studies as:

...disciplines involving the use of all those scholarly materials and modes of inquiry having to do with human conduct which have been selected and organized for the purposes of instructing youth in secondary schools."¹³

This study borrows chiefly from the discipline of history but also from the social science disciplines. What is borrowed is further detailed in Chapter II.

In this unit, the student has some content chosen for him - the Journals of Samuel Hearne, Sir Alexander Mackenzie, Sir George Back and two Journals of Sir John Franklin. The students use the tools and skills of the historian to recreate a narrative of what happened in northern Canada during the period 1700 to 1835. The reasons for choosing these particular Journals will also be detailed in Chapter II. The Journals give an eyewitness account of the land, the people and the times and thus deal with "human conduct" and the "interrelationship of human beings." With such content prescribed and

¹³G.L. Berry, Problems and Values (Toronto: J.M. Dent and Sons Limited, 1967), p. 3.

in order to get a rational interpretation of the material, the student must utilize the tools and skills of the historian and the social scientist.

The use of such skills and tools of the disciplines requires that the student actively participate. The role of the historian or the social scientist is an active role which involves awareness of human problems, definition of particular problems, and formulation of hypotheses. Drawing active student participation must be the key to the success of the unit.

The very nature of the task of the historian makes him aware of current problems. One of the basic premises of the Committee of Historiography of the Social Science Research Council was stated thus:

Every written history ... is a selection of facts made by some person or persons and is ordered or organized under the influence of some scheme of reference, interest, or emphasis - avowed or unavowed - in the thought of the author or authors.¹⁴

The Italian historian, Croce thought that "history consists essentially in seeing the past through the eyes of the present and in the light of its problems..."¹⁵

¹⁴Social Science Research Council, Theory and Practice In Historical Study: A Report of the Committee On Historiography, Bulletin 54 (New York, 1946), p. 135.

¹⁵E.H. Carr. What Is History? (Middlesex, England: Penguin Books Ltd., 1961) p. 21.

Professor Collingwood, the Oxford philosopher and historian, maintains that every historical fact which occurred in the past, has an element of the present in it because the historian, who lives in the present, has bestowed on that historical fact its present element, by the process of interpretation.¹⁶ The historian, in his process of interpretation, has thought a happening of the past to be relevant to his interpretation. The historian gets his sense of relevancy because he is a living human being dealing with current problems of living, and thus bestows his blessing on fact and it becomes historical fact.

Professor E.H. Carr qualifies the Collingwood position by stating that history is a continuous process between the historian and his facts, sometimes the facts of the past influencing the interpretation and sometimes the interpretation formulated in the present used as a criteria for the selection of the historical "facts".

This unit begins with a discussion of current problems and these become the student's standard of relevancy for the selection of happenings and events. The student chooses a

¹⁶Ibid, p. 21.

happening using this standard and it becomes a part of his interpretation. Acting like the historian, then, according to this logic, will force the student to be concerned with current problems and will result in the discussion of these problems.

Chapter II of this study will discuss the structuring and organization of the unit.

Chapter III will include the unit itself. The unit consists of thirty lesson plans. The lesson plans, almost with exception, have stated objectives, learning activities for students, summaries of excerpts from the Journals with some other materials, and evaluative materials.

Chapter IV consists of an evaluation which examines whether or not the expectations outlined in Chapters I and II were fulfilled.

Chapter V includes the conclusions and implications for application and further study.

CHAPTER II

PROCEDURE AND CRITERIA USED IN PREPARING THE UNIT

A number of decisions had to be made before the unit, which follows in Chapter III, could be constructed. In general, the steps suggested by Hilda Taba were used.

I. DIAGNOSING OF NEEDS

Taba's first step in the construction of a unit is diagnosing of needs. What are the needs of students of the Northwest Territories as far as education is concerned?

By careful reading of the Reference Paper one could define education problems as being centered around five main headings: (1) lack of academic progress of students, (2) cultural deprivation and intercultural relations, (3) lack of involvement in decision making, (4) social problems, and (5) the relation of education to economic development.¹⁷

Father Renaud categorizes the Indian culture as a silent type of community.¹⁸ This community is without the benefit of full literacy but it has potential literacy if

¹⁷Reference Paper, Op. cit.

¹⁸Father Andre Renaud, "Education From Within", The Northian (Saskatoon, October, 1965).

the printed material is of direct interest to them. Indian communities are still functioning in a pre-scientific and empirical way. The Indian observation of natural life is as acute as ever but the purpose of observation is still that of obtaining supplies rather than an explanation of why things happen. Further, the typical Indian way of learning is very traditional. The children ape the parents with very little explanation as to why things should be done in that fashion. Father Renaud claims that whereas our western Canadian impulse has been toward the "melting pot" idea, this is not so with the northern Indian. He has been confined to his small settlement. His community is homogeneous and the cross fertilization of ideas, skills and attitudes has been kept to a minimum. Nor has the Indian society come to terms with industrialization. The Indian still accepts his environment as the constant and has not grasped the fact that man can control his environment or even change it. Indian society does not operate on the dollar system fully as yet. Their numbers in the north are small so life is simple and undiversified. They look on themselves as "We" and the outside world as "They."

The Reference Paper stated clearly that the education system of the Northwest Territories aimed at an "ethnically

integrated system" wherein the individual recognized all men as fellow human beings who have likewise to be integrated into a developing world society. This seems to be an appropriate overall aim. It does not mean the elimination of any one culture, but it does mean that the individual understand other cultures as well as his own.

This was a small sample about which to make generalizations but it was a representative sample of traits and problems. The chief objective of the educational process is to equip the next generation with the ideas, beliefs, images, feelings, attitudes, values and behavior patterns which will make those children competent members of their society economically, socially, emotionally and spiritually. If we accept this objective and realize that it is universal then the following needs can be deduced for Grade 10 students in the Northwest Territories: (1) Students of the Territories need to make more academic progress; (2) They need to be more fully aware of the concept "culture" and how it can act as a barrier or enricher of human experience; (3) Students need to become more involved in decision making; (4) They need to be aware of social and other current problems; (5) They have a need for scientific orientation; (6) They need to understand change and that one of the changes of the future will

be a more mobile population and a wider community, (7) They need to know something of the industrial society which is to come and that man can control his environment; (8) They need to become more literate and to know the real pleasure of intelligent oral communication; (9) They need to understand more about economics; and finally, (10) They need to accept other Canadians as human beings just as other Canadians must accept them.

II. SPECIFIC OBJECTIVES

When the attempt was made to put these "needs" into objectives for this unit, the general objective for the education of all students had to be remembered -- to equip the next generation; there must be no attempt to integrate just one culture but all groups. This does not mean conformity. It means increased ability to appreciate the worth of and live with the different ideas and activities of others.

If there were need for a northern student to make more academic progress, then first his attention had to be caught. To attach his attention to academic things, he must start with his own interests and build on these. That he was interested in concrete interpersonal relationships, was known. Since he tends to be aware of and interested in nature and new geographic vistas, therefore, he was

provided with materials he could discuss - scenes wherein he might play a part. Every one of the Journals suggested is a classic in its own right. The Journals describe interesting personages, the land and animals with which the student is familiar, the stories and myths to which the student can add and the people and their behavior. All these were starting points on a concrete level which served as a base to work into more abstract levels. Here were materials in which the student could be interested. The materials were a part of his life. Once his interest was aroused by a familiar thing in a new light, then he could be led into such abstract concepts as "culture," "power," "property," and "economics." He would be interested in comparing growth of other cultures with that which he knows. Franklin describes the igloo as giving him "feelings somewhat akin to those produced by the contemplation of a Grecian temple, reared by Phidias; both are triumphs of art, inimitable in their kinds."¹⁹ Hearne describes the collar for pulling a sledge as a "contrivance, though so simple, cannot be

¹⁹Sir John Franklin, Journey to the Polar Sea, 1819-1822. (Second Edition, London: John Murray, 1823), II, 45.

improved by the most ingeneous collarmaker in the world."²⁰ These comments could lead to a discussion of the working Phidias and concepts of the status of women held in other cultures.

Surely, to make academic progress, is to become critical, to poke and probe, to generalize or hypothesize. It does not mean riding the road of the rise and decline of the Roman Empire. We can get to that by first discussing the rise and decline of the Chipewyan or the Yellow Knives but there is more hope in getting the latter accepted as relevant. This is merely a new approach but one that would embrace methods of getting the student to participate in the academic process of learning.

A student can not read Hearne without becoming aware of how often he uses the word "custom" (twice on p. 200). They need only read Chapter IX of Hearne to recognize that there is almost a force behind the word "custom" and they will be launched into an investigation of "culture" and how it operates as barrier or enricher of human experience.

Nor can one read several accounts on a specific topic from Hearne, Mackenzie, Back and Franklin without

²⁰Samuel Hearne, A Journey from Fort Price of Wale's Fort in Hudson's Bay to the Northern Ocean. 1769, 1770, 1771, 1772, Edited by Richard Glover (Toronto: MacMillan Company of Canada, 1958), p. 209.

synthesizing or putting together a narrative. Here the student would be acting like the historian. He could act as the social scientist as well by asking questions of the data and formulating hypotheses. In so doing he examines human conduct and interrelationships as appropriate to our definition of social studies. We want him, as a specific objective, to get more involved in decision making as he would by hypothesis formulation and testing, and planning his own investigation.

The authors of the Journals point to certain problems that existed in their day that have current relevance. For example, it could be the problem of welfare. Students would be led to explain the Chipewyan concept and then the present day concepts and discussion would result. Welfare is a very pressing current problem in the north. All the students have seen or experienced it. Students need to feel that they have something to contribute, and once they have contributed, they are becoming involved. High on the list of objectives was the attempt to have students participate in an exploration of relevant academic topics. This serves the objective to introduce students to the pleasures of, and be skillful at, intelligent oral communication and discussion.

In acting like the historian or the social scientist, the student must examine the scientific method. In becoming aware of problems, defining them, formulating hypotheses and testing them, he is not only participating but formulating his own new knowledge. By reading about welfare as the Chipewyan considered it and comparing it with the present day concept, the student will be aware of change which leads him to project as to what changes can be expected in the future. The student is led to think about change and what it means. Probably he can extrapolate that the day of the old isolated settlement is over and that the future will bring more mobile populations and wider communities. The student will be led to investigate industrialization, what it means, and perhaps prophesy as to where it will lead. The dollar system, monopolistic control, and free enterprise in the fur trade invite comparison.

And finally he will think of the contribution of the Eskimo and the Indian. The amazing thing about reading the Journals is that one appreciates the lives of the authors but one sees that their endeavours would have been impossible without the help and guidance of the indigent people. One can only be led to the conclusion as Harold

Innis was:

"The lords of the lakes and forests have passed away, but their work will endure in the boundaries of the Dominion of Canada and in Canadian institutional life. The place of the beaver in Canadian life has been fittingly noted in the coat of arms. We have given to the maple a prominence which was due to the birch. We have not yet realized that the Indian and his culture were fundamental to the growth of Canadian institutions. We are only beginning to realize the central position of the Canadian Shield."²¹

Three types of specific objectives were considered to express the aims and goals of this unit: content, skill and affective objectives. Because the objectives in the affective domain were so difficult to test, this study listed only objectives that dealt with subject matter of content and skills but the affective objectives are nevertheless important and powerful. The specific content objectives were set forth at the beginning of each lesson plan and at the beginning of the unit. They listed the specific content which the student is to learn. The Bloom categories of cognition were utilized and the area wherein the objective skill was to be applied was likewise given.²²

²¹Harold Innis, The Fur Trade in Canada (Toronto: University of Toronto Press, 1930), p. 392.

²²B.B. Bloom et al, The Taxonomy of Educational Objectives: Handbook 1, Cognitive Domain (New York: Longmans Green Co., 1956).

III. SELECTION OF TOPIC

The third step Taba suggested in the construction of a pilot unit was the "selection of topic." The dimensions of the topic had to be defined. In the development of any topic, the pupils must first see how it is related to them as people. The treatment utilized in this unit was to have the students define current problems in the Northwest Territories, have the students decide on the priority of the problems, and then attempt to hypothesize as to their solution. As an outcome for looking for warranty for their hypotheses, the students would suggest a look at how the problems originated or what the background of the problem has been. It is at this point that the teacher can suggest, or better if the students suggest, a look into history to those who first recorded their observation of the people who lived at the time in the Northwest Territories.

The diagnosis of needs and the statement of objectives has led to a choice of topic. In order for the child to be prepared to survive in a world of change, he must know who he is and whence he came. He must appreciate the problems and heritage of his fathers. Ina Corinne Brown says that "when whole peoples are ruthlessly

separated from their past, the result is almost always disorganization and deterioration."²³ The student must find out why his people are in their present situation. He must see something of the changes man must make in order to prepare for the future. History will give him perspective in preparing for change by the study of man's past experience with change. In order to get a realistic and reliable case study, the student must know something about the nature of history so he will be less likely to be misled. By examining accounts of the fur trade companies, the student may see and realize the fragility of the evidence and how fragmentary it is, but he will also come to realize that such evidence must be considered before judgment can be made. There must be some provision, then, for students of the Northwest Territories, to consider change as it took place in that part of the country.

One of the areas of content that is sadly lacking development in the Alberta Social Studies program is the history of the land and the inhabitants of the Northwest

Ina Corinne Brown, Understanding Other Cultures
(Englewood Cliffs, N.J.: Prentice Hall, Inc., 1963), p. 15.

Territories. This is understandable since the curriculum was primarily devised for Alberta students. So often, too, the emphasis by scholars has been focused on the discovery of the Northwest Passage, not the Northwest Territories. In other words, it has been a "frozen seas" approach or concentrated on what was known as the "Straits of Anian." This unit takes a "land approach" by concentrating on those authors who approached the Arctic seas by land and in so doing wrote of the land and of its people.

By a study of the story of the early development of the Northwest Territories, students of that area would realize that their northern ancestors were daily faced by difficult elements and that only by adapting could they live. This was the strength of the northerners' ancestors -- their ability to adapt. This unit has as its purpose the study of the background of modern problems in the Territories and would draw on the history of the Territories to provide data as to the origin of these problems. The students, themselves, would create the history by their interpretation of events which were reported by first hand observers.

The approach used in the teaching of Canadian historical development to a northern student is to show the series connection: Indian and Eskimo, fur-trade, and then financial and political institutions. Because of the developments in the fur-trade, "typically Canadian solutions" were developed and political boundaries were determined. As Innis points out the boundaries of Canada almost replicate the territory operated in by the fur-trade companies. By "typically Canadian" is meant the type of solution wherein a monopoly (as in the Hudson's Bay Company) competes with a group of free enterprise Canadian traders who later formed the North West Company.

In studying the fur trade, students must consider the role of the indigenous population, how the characteristics of the latter forced the fur trader to adopt certain policies in order to survive. From the fur-trade developed the great trading ventures, was formulated the great question 'monopoly versus individual enterprise.' It is possible then to move from an understanding of today's fur-trade, and this is very much still a part of the current northern picture, to an understanding of the basic framework and foundation of Canadian history.

This approach to interpreting Canadian history is in

accord with the environmentalist, Laurentian interpretation of such historians as Harold Innis and Donald Creighton. They believed that Canada came into existence because of her geography, not in spite of it. The great river systems (the St. Lawrence, the Saskatchewan and the Mackenzie) provided the trade routes. After confederation the railways provided the arteries which are now replaced by air transport. The St. Lawrence and Saskatchewan portion of this thesis has been well developed. It is the Mackenzie section of which students of the Territories do not become aware. Good illustrative material for this approach is found in the Journals. J.B. Tyrell described Samuel Hearne's Journal as a classic in American ethnology. He claims the Journal to be an 'accurate, sympathetic and truthful record of life among Chipewyan Indians at that time.' Karl F. Klinck calls Hearne's Journal one of the best narratives of Canadian land exploration.²⁴ Klinck comments on Hearne's "clarity, definiteness of statement, sure choice of appropriate details, good prose rhythm." Hearne was one of the few men to ever cross the great

²⁴Carl F. Klinck, Literary History of Canada (Toronto: University of Toronto Press, 1965).

Barrens on foot. He visited many areas in the Keewatin, recorded the location of Coppermine River and Great Slave Lake in his travels of 1769-1772. The excerpts talked about in this study are from the volume edited by Richard Glover.

Mackenzie's Voyages is not as full of narrative as is Hearne's but it demonstrates good contrast in personality of the author.²⁵ Klinck says the Journal reveals the personality of the man who wrote it.²⁶ Mackenzie was an aggressive man. That portion of Mackenzie's trip, where he travels to the Great River's mouth in 1789 is of interest to us as are those comments (sometimes thought to have been written by cousin Roderick) about the fur-trade.

The above named Journals were written by agents of the great fur trading companies. Sir John Franklin was in the service of the British Admiralty and this provides a different point of view. Sir John, in 1820 and again in 1825, covered partially the routes of both Mackenzie

²⁵Alexander Mackenzie, Voyages From Montreal Through the Continent to the Frozen and Pacific Oceans in 1789 and 1793 (New York: A.S. Barnes, 1905).

²⁶Klinck, Op. cit., p. 30.

and Hearne. Klinck says that the First²⁷ and Second Journals²⁸ of Franklin are the best told and thrilling narratives of exploration.²⁹

Sir George Back followed the Great Fish or Back River in the northeastern section of the Territories to the Arctic in 1835.³⁰ Leslie Neatby says of the Back Journal that it is one of the most readable books on travel.³¹ Further, Back is the artist and his Journal plus those of Franklin are filled with pen and ink drawings which almost have the appearance of photographs.

The criteria, then, for choosing these works was excellence. Here were five journals which scholars have claimed to be classics in one way or another. Here

²⁷Sir John Franklin, Journey to the Polar Sea, 1819-22 (Two vols., Second Edition, London: John Murray, 1829).

²⁸Sir John Franklin, Narrative of a Second Expedition To The Shores of the Polar Sea (London: John Murray, 1829).

²⁹Klinck, Op. cit.

³⁰Sir George Back, Narrative of the Arctic Land Expedition to the Mouth of the Great Fish River (London: John Murray, 1836).

³¹Leslie H. Neatby, In Quest of the Northwest Passage (Toronto: Longmans, Green, 1958).

you have men who write about almost all parts of the Northwest Territories -- Mackenzie to the west, Hearne to the east, Back to the northeast, and Franklin covering areas traversed by both Hearne and Mackenzie. Here you have studies in contrast -- Hearne, the "timorous", pacific, patient man; Mackenzie, the commanding and often arrogant Scot; Franklin, unbending efficient sea-captain and British to the core; and Back - the affable and gregarious "Great Chief." Here, too, you have servants serving different masters: Hearne for the Hudson's Bay Company, Mackenzie for the North West Company and the other two for the British Admiralty.

The five journals, served as a reservoir from which to take selections or excerpts so that students could piece together a narrative or compare the "facts" given. But how much of this material could be used? Why not simply allow the students to read the five journals in their entirety (and it is to be hoped that they do)? Klinck in his Literary History of Canada, agrees that the journals can have endless repetition of details and that they need at times to be shortened. This unit has selected 85 excerpts from the five journals.

It has covered the major narrative stories and introduced a good deal of commentary particularly about Indian life, and this was selected because most of the time spent in travelling was in Indian country. Probably, if a companion unit were created using the North West Passage as the theme, Eskimo life might be more fully described in that unit.

After the choice of topic, came the choice of sub-topics. If students were to deal with excerpts, then there had to be some overall plan. If students were going to act like historians or social scientists it followed that they must first investigate ideas of history, the skills and tools used by scholars. It was natural that problems and problem solving come first. Then came such topics as effects of a frame of reference, the value of history, a study of hypothesis formulation, the recreation of an historical situation, how the historian asks analytical questions and how he deals with mind set. The student was invited to make up his own mind what history is and at the same time parts of the Journals were being introduced to him.

The student was given a method for abridging the Hearne Journal. The National Film Board production of

"Lord of the North" which was filmed on the Mackenzie and which used excerpts from Mackenzie's Journal was substituted for the reading of Mackenzie's Journal. By introducing people like Matonabee, English Chief, the Nortons, Augustus, Michel, and Akaitcho, it was possible to cover the major events in the three other Journals but in the main, the Journals of Hearne, Mackenzie, and Franklin's First provided the chief story line events; the other two Journals are used for corroboration.

Because all the diaries dealt extensively with the northern Indian, to investigate and get topics dealing with "culture" and "change", the unit tends to investigate Indian culture more than Eskimo. Time and availability of material were the chief reasons for not dealing at greater length with the Eskimo.

Topics such as speech, stories and myths, making custom make sense, and investigating other cultures were chosen. The economic and political structures were chosen as another topic. The lesson titles which follow in Chapter III give clue to the topic ideas which were developed in the unit.

IV. ORGANIZATION OF CONTENT

The content surrounding each of the core ideas had to be arranged in such a manner that inquiry could proceed along in logical and sequenced manner so that the outcome would be the core ideas. Some of the principles of feasible learning sequence utilized were: proceeding from the known to the unknown; from the immediate to the more remote, from the concrete to the more abstract and from the easy to the difficult.

For example, in Lesson I, a play about a classroom situation was presented to the student for reading. From that concrete situation the student was led to defining of problems, to the formulation of hypotheses and their testing to finally the creation of a model of problem solving. In each of the lessons some type of sequenced ordering is described.

V. SELECTING AND ORGANIZING OF LEARNING EXPERIENCES

Generally, an interesting excerpt was given to the student to read at the beginning of the lesson. This was to confront him with a problem or an idea that was written about by the author. As much as possible, the story line or narrative was kept although excerpts were not always kept in chronological order. As much as possible, the

student was encouraged to hypothesize and to then test his hypothesis. The student was told very little by the teacher. The whole aim was to have the student pry out the information for himself. The lessons are so arranged that the teacher could substitute certain activities or even rearrange the excerpts within the lesson or even rearrange the order of lessons. There is no reason why certain excerpts cannot be removed and suggestions have been given for adding other excerpts.

Certain learning activities were chosen because they might not ordinarily be done in a classroom. Certain learning activities were suggested because there is a novelty about them: acting a play, dissecting a Chipewyan vocabulary list, testing Hearne's ideas about the beaver, playing the Chipewyan game of gambling, making a slide strip sound production by using the Hearne, Richardson, Hood, Back plates (the plates are photographed with a camera and the sound is recorded on a tape recorder), ink blot test, making a display . Making a Chipewyan costume has been done for a play and if these are really worked at, some of the teenagers might adopt some Chipewyan styles. Each of these activities can fulfill multiple objectives. The

activities are chosen to stimulate interest and prod the imagination.

Small group investigation and discussion was heavily accentuated and emphasized in order to achieve the objective of encouraging of voicing one's opinion on varying topics. Students were encouraged to use the resources that abound and this includes their native language to instruct the teacher and the remainder of the class.

Taba cites three steps or stages in the sequencing of learning activities. The opener, introductory or orientation activities might provide diagnostic evidence for the teacher, make a connection between the material to be studied and the learner's experience, arouse interest or provide a situation in which involvement and motivation for students is possible.

In the second stage, activities would revolve about defining problems, stating hypotheses, collecting information and analyzing it, and formulating tentative conclusions or generalizations as is suggested by G.L. Berry in his Problems and Values

which introduces the Grade 12 Alberta Social Studies course.³²

The final stage consisted of activities designed to apply what has been learned, to assess and to evaluate. The ending activity was tailored to be reflective, and open ended which would allow the student to express his value judgments.

There needs to be a rhythm in the learning activities - a balance between individual and group work; between discovery and investigation on the one hand and consolidation of knowledge and skills gained on the other. There must be provision for individual differences. Since students read at different rates and with varying comprehension there should be some provision for this. There must be a wide variety of activities with different levels of achievement so that all students can achieve in something. The end result will be pupils with different levels of understanding and, hopefully, each individual would have made some kind of progress.

³²Berry, Op. cit.

VI. EVALUATION

Some system of evaluation had to be chosen. A pre-test was not included because this tends to dampen the enthusiasm of the students. Two objective tests were included and each item was based on a stated specific objective. Two essays were planned for because they test the student's ability to synthesize and to bring the fragments of history into a whole. A number of short paragraphs or shorter exercises were included. In the section entitled "A Race With Death," the narrative was interrupted so that the students could choose alternatives, state the consequences they thought likely to result from the alternatives, and then they had to make a decision. This exercise tests the student's ability to analyze or perhaps only tests his comprehension. Culminating activities were also suggested such as the display of materials or a slide-tape recorded program.

VII. CHECKING FOR BALANCE AND SEQUENCE

Finally, Taba suggests that it is necessary to check for balance and sequence. The ideas in the lesson plans were checked for pertinency to the lesson topic. The student activities were checked to see that they

were illustrative and conducive to the core idea. The balance between individual, small group and plenary discussion and study was checked as was the balance between intake, reformulation, and consolidation of knowledge.

This chapter has outlined the procedures taken for the formation of the unit. A rationale was given for decisions made and steps taken.



CHAPTER III

FACING THE ELEMENTS - A UNIT

This unit is about people facing certain elements in their environment. While it is based on the reports of people who lived in a certain area in the past, it has lessons for the present and the future. It will be the responsibility of the reader to conclude what those lessons are and their worth. The suggested activities and readings reflect the thinking of the selector, but it is his hope that students will enjoy the unit, will be led to do a great deal of critical thinking as a result of their readings and discussions, and will learn something worthwhile about themselves.

Major Unit Objectives

Information and Understandings:

1. Knowledge of terminology. (1.11) To know the meaning of technical terms such as frame of reference, hypothesis, fact, analytical questions and mind set.
2. Knowledge of methodology. (1.25) To understand the major elements in the methodology of professional historians.
3. Knowledge of events and their surrounding conditions in the area now known as the Northwest Territories during the period 1769 - 1835. (1.12)
4. Knowledge of specifics. (1.10) Knowledge about reported facts and conditions in the area now known as the Northwest Territories as revealed by reporters who visited the area during the period 1769 - 1835.
5. Knowledge of ways and means of dealing with specifics. (1.20) To know how to organize, study, and criticize historical materials.
6. Knowledge of trends and sequences. (1.22) To recognize the contributions of the Indian, Eskimo, explorer and fur-trader in the development of the institutions and boundaries of Canada.

Abilities and Skills

1. To be able to recognize unstated assumptions and to distinguish facts from hypotheses.
2. To be able to determine whether evidence supports an hypothesis.
3. To be able to report verbally and in writing the results of the process of synthesizing information learned over a period of time.
4. To be able to develop hypotheses.
5. To be able to assess the degree to which statements in an article are factually accurate using internal evidence.
6. To define current problems of the Northwest Territories and to investigate their background.
7. To compare the material of the various Journals with each other and with the highest known standards in the history field.

LESSON 1. HOW HUMANS SOLVE PROBLEMS

Subject Objectives:

1. To understand that a problem situation for the individual is one where an anxiety exists and where something in the environment needs changing. Routine procedures do not satisfy and the individual feels incomplete.

2. To understand that there is a basic pattern that man uses in his attempts to solve problems.

Skill Objectives:

1. Interpretation of a Situation (2.20). To interpret and define a problem in a given situation.
2. Analysis (4.10). To recognize problems, hypotheses and factors at work in a given situation.
3. Synthesis (5.00). To recreate and reconstruct possible realistic thoughts of a person in a problematic situation (as the historian does in his interpretation of the reconstruction of the past).
4. Production of a Proposed Set of Operations (5.20).
To derive the basic pattern that man uses in his attempts to solve problems.

Material: Set A, Excerpt I.

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- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Read Episode 1 of "Crucial Spitball". Students could read silently or orally.³³ 2. What is the play about? 3. What is the problem? 4. What technique does the author use to lead us to a statement and understanding of Duane's problem? | <p>These questions (1-4) are aimed at getting the student to analyze the play and the behavior in the play and thus to arrive at understandings of problems and their nature and the procedures which we employ in everyday life to deal with problems.</p> |
|---|---|
-

³³Excerpt follows lesson plan on page 46.

5. How did the following people view the incident of the crucial spitball? Discuss what they are thinking.

Duane-

Teacher-

Jim-

Dave-

Students supply the views and why they think thus.

6. Read Episode 2.

(a) How did Duane attempt to answer his problem?

"I'm going to be a man's man."

(b) Is the statement that follows a statement of fact or one of intention? "I'm going to be a man's man."

(c) Why did Duane make this statement?

He thought this a possible answer to his problem.

(d) How did Duane test his hoped-for solution to his problems?

By testing it against reality.

(e) What was the basic reason for rejection?

(f) Does Duane really try to live a man's man or is it a flight of his imagination?

(g) If this were an imaginary situation, can you give other words which could describe the attempt to solve the problem?

"Hypothetical" is the word that is wanted.

(h) If one used the word "hypothetical" to describe the situation, what would one mean?

Duane attempted a guess, surmise, theory, scheme, speculation, system which did not work.

(i) The scientist and the historian have a word for an attempt at solution or an educated guess which has not been proven out by facts. definition.

Hoped for answer - hypothesis. If answer is not forthcoming, then proceed

Can you supply the word?

to (m) and educe a

(j) Define hypothesis.

A temporary answer which may or may not be borne out by the facts.

(k) In this case, the hypothesis was not borne out by the facts. Could an hypothesis ever be true?

Expected answer - Yes.

(l) Could you give an example from science of an hypothesis which worked out to be true?

Avagadro's Hypothesis.

(m) The word "hypothesis" is derived from two Greek words "to place under." Does this help us further with a definition for the word?

Hypothesis is that which when placed under the information gives a rational explanation for a state of affairs.

Troy Wilson Organ, The Art of Critical Thinking (Boston: Houghton Mifflin Company, 1965), p. 84.

7. Read episode 3 identifying the:

- (a) problem,
- (b) hypothesis,
- (c) the testing of the hypothesis,
- (d) the final decision about this hypothesis

8. Follow the same procedure in episode 4 and 5.

9. The author has given a structure to the play through the presentation of five episodes. What is the basic structure to the play?
- Episode 1: Background and statement of the problem.
 Episode 2: Attempted solution.
 Episode 3: Attempted solution.
 Episode 4: Attempted solution.
 Episode 5: Successful solution.
10. Discuss what elements of truth or reality there are about Duane's procedure in attempting to solve his problem.
- Suggestions from the students might include:
- (1) If man has a problem, he tries to solve that problem. He has a felt need to do something to relieve his anxiety.
- (2) In his attempts at solution, he may try any number of things but if his attempts are not realistic, the attempts will be doomed to failure.
- (3) Different people see things differently. They have their own point of view which is a result of their personality and experience.
- (4) In trying to find answers to problems, man tries to make a tentative answer. As man tries to work out his tentative answer, contrary facts or obstacles appear which show the imperfection of the answer, and then the process must be repeated.

11. In the action of Duane in trying to solve his problem

(a) How did Duane feel after the teacher defined the problem for him?

(a) Answer-incomplete, inadequate.

(b) What attitude did Duane have to have before he accepted the definition of the problem by the teacher?

(b) Receptive to the suggestion. A feeling that this was a real problem.

(c) What was the driving force that impelled Duane to keep coming up with tentative answers?

(c) He felt it was a real problem requiring an answer.

(d) What were the next four steps?

(d) Attempts to do something until the incompleteness in Duane was satisfied.

(e) Based on the play, have the students construct a diagram of Duane's attempt to solve his problem.

12. From the resulting discussion, the teacher will have drawn out or will have to assert the following:

Each person seems to have problems. Man has always had problems and will continue to have them in the future, therefore, our model is a useful one because each of us must use such a model whether we realize or recognize the model or not. It's too personal to list each of our own problems but we can do it for an area such as the Northwest Territories.

For homework, sit down and think: What are the five most pressing problems of the Northwest Territories, today? List them on a piece of paper and tomorrow we'll compare notes.

AND/OR Group Work.

Have students break into "buzz groups" of 4 or 5 students. Have them compile a list of 5 pressing problems of the Northwest Territories and rank in order of priority.

Excerpt # 1.

*From Tom Espie. "The Crucial Spitball". An unpublished Play.

Duane Mackenzie Poppenkroffer is a student in a biology class as are Girlie and Dave. In this particular class, Dave throws a spitball and the biology teacher accuses Duane. In the process of sending Duane to the principal the irate teacher poses the problem, "What are you going to do with your life?" Duane hypothesizes to himself and in his day dreams he sees himself as a tough cowboy, an art connoisseur and finally as a career lawyer. Each of the hypotheses turn sour and finally Duane decides to return to class.

LESSON 2. DEFINING PROBLEMS

Subject Objectives:

1. To understand that the problems of a group are very much like those of the individual and can at times be treated in the same way.
2. To understand that the awareness and definition of a problem by an individual is a function of his frame of reference.

Skill Objectives:

1. Analysis of Elements. (4.10). To be able to isolate and define problems in the society and environment of a particular locale (NWT). To be able to indicate the difficulties of so doing.
2. Evaluation (6.00). To choose as a result of discussion and application of self imposed criteria, those problems which urgently need to be solved in the NWT.

Material: Set B. Readings II and III.

Yesterday, we read a play wherein a student had a problem, attempted to solve that problem a number of times, rejected certain potential solutions, and finally accepted one. We inferred what a problem was. What is a problem?

A problem situation, students may answer, is one in which the individual may feel incomplete or feel anxious. Something in the situation needs changing and routine does not satisfy.

For homework, you were to choose what you considered to be the five most pressing problems in the NWT, today. What difficulties did you experience in forming an answer?

Have students break into "buzz groups" of four or five students. Instruct students to choose a chairman. Chairman should have the group discuss, and attempt to come to consensus as to what the group considers the five most pressing problems in the NWT today.

Plenary Session:

Group view decisions made by the smaller groups. Then they are asked the following questions which may be put on transparency.

- i. Why are there differences in the choice made by the groups?
- ii. Why is there similarity in the choices made by the groups?

Anticipated Student Answers

- (1) Being aware of problems.
- (2) Knowing when a situation is a problem.
- (3) Defining or stating the problem.
- (4) Deciding which problem was the most difficult or pressing.

Areas In Which There May Be Problems:

- (1) Industrial development.
- (2) Transportation.
- (3) Development of Resources.
- (4) Welfare.
- (5) Race relations.
- (6) Education.
- (7) Health.
- (8) Justice
- (9) Government.

Students write their chosen problems on a blank transparency for presentation to the plenary group.

Possible Responses:

- (1) Different facts used.
- (2) Different experiences of members.
- (3) Different frames of reference.

The Carrothers' Commission report puts emphasis on certain aspects that the groups have not listed. Why is there a difference in the choice of problems between those of your groups and the Carrothers' Commission?

See Vol. 5, Number 12 of the Northerner for a summarized list of problems selected by the Commission or the report itself. Some problems listed are:

- (1) The type of government for NWT.
- (2) Issue of Division of the Territories.
- (3) The Seat of Government.
- (4) Structure of Territorial Government.
- (5) Economic development.
- (6) Education.

Students may suggest that: The Carrothers' Commission had a specific assignment to complete as set forth in their instructions. They had more facts available and time in which to study these facts.

In Readings II and III of Set B, there is a discussion of a problem in the NWT. Read the excerpts to get a general view of the specifics of the problem. If you do not finish, then read the remainder for the next class.

Student Readings for Lesson 2

Excerpt II:

*From Farley Mowat. "The Executioners". Maclean's Magazine. Volume 79. Number 13. July 2, 1966.

Mowat describes the trial of Isachee Shooyook and Aiyaoot at Spence Bay. The two are charged with the murder of Soosee. Soosee, in a fit of madness, had

threatened the existence of the tiny Eskimo community and the above two men had taken the law into their own hands and shot her. Mowat goes back into the history of Soosee and the Cape Dorset Eskimo to point out that factors from history would influence our judgment of whether the two men were guilty of murder or not.

Excerpt III:

*From L.A. Learmonth's "Postscript to Death in the Arctic". Maclean's Magazine. Vol. 79. Nov. 5, 1966, p. 44.

Also a reply by Farley Mowat.

In the article Learmonth disagrees with Mowat's selection of the facts from the past history of Soosee and her people and also with Mowat's interpretation of whatever facts Mowat has. In the reply to Learmonth, Mowat attempts to rebut some of Learmonth's arguments.

LESSON 3. EFFECTS OF A FRAME OF REFERENCE

Subject Objectives:

1. To understand that frame of reference influences the observer in his explanation, the person aware of a problem in his attempt to define his problem, the hypothesis of the individual who attempts to understand a situation, and the historian in his interpretation of the past.

Skill Objectives:

1. Analysis of Elements (4.10). To be able to identify the elements included in a communication.
2. Synthesis (5.00). To be able to derive a definition of the terms "fact" and "frame of reference".
3. Derivation of a Set of Abstract Relations (5.30).
To state the relationship which exists between frame of reference and problem solving, also between history and frame of reference.

Material:

Transparency.

Set B, Readings II and III.

At the last session and/or for homework you read Mr. Mowat's account of a modern trial in the NWT. You also read a "reply" to the Mowat account. Form groups and discuss each of the following questions which pertain to the articles.

What is the problem as Mr. Mowat sees it?

Students are attempting to interpret Mowat. They may suggest that the problem is "How can we provide justice to the Eskimo?".

What is Mowat's hypothesis for the problem?

This gives practice in identifying the elements. A suggested hypothesis might be: We can only provide justice if we fully understand what happened before and the Eskimo culture.

According to Mowat, in deciding whether or not Isachee Shoogook and Aiyaooot are guilty, what "facts" must be considered? List your facts on a transparency so that other groups may examine your chosen list of facts.

How did Mowat learn these "facts" in order to report them?

Students are faced with the problem of facts and how one establishes them.

Some inference is required here because Mowat does not say specifically how he got his facts but if the reply of Mowat to Learmonth is read, you get more evidence. Probably students will mention his personal attendance at the trial, by stories the Eskimo told, from R.C.M.P. records, from Bay records, and from written histories and reports on pertinent matters.

With which "facts" does Mr. Learmonth take issue? Mark on the list of facts compiled above, those "facts" which are questioned by Mr. Learmonth.

Here you have two students of the situation of the Cape Dorset people. Attention of the student should be focused more on why the difference rather than on the differences themselves.

Since there is disagreement between the two authors, and we consider them both to be reliable because both have had some experience in the north, what "facts" about the past could we accept? List a criteria for acceptance.

This is an attempt to get the students to know more of the nature of facts. They will probably state that a fact is a true statement and will probably agree that true statements are more probably arrived at when accounts from two different points of view agree on something.

How do authors who write about past happenings or events get their "facts"? What factors influence their choice of facts?

Just as Duane, the teacher, the principal and Jim had different points of view on the "Crucial Spitball" so Mowat and Learmonth have in these articles. What factors determine one's point of view?

What is meant by the term "Frame of Reference"? How does it enter into the attitudes displayed by individuals in "Crucial Spitball"? How does it enter into the writings of the authors, Learmonth and Mowat? How would it enter into the writings of anyone who wrote of past events?

Have the following names placed on a transparency:

Roland Mitchner

William Morrow

Bud Orange

Pierre Trudeau

Stuart Hodgson

Bernard Gillie

David Searle

The teacher is attempting to approach the concept of "frame of reference". Students will probably suggest experience, why they are writing the account, motives, etc.

Students need to recognize that the historian's frame of reference will influence both the choosing of the facts, his hypotheses, and his interpretation.

All of the names are associated with government officials with responsibilities in the NWT. Students will likely classify them according to the nature of their responsibilities: Federal, Territorial or Municipal.

Fred Henne

Arthur Laing

Classify the names of the people on the transparency according to some scheme?

Are there different schemes of classification in evidence? Why?

How does one acquire a frame of reference?

LESSON 4. THE VALUE OF HISTORY

Subject Objectives:

1. To understand that history makes man aware of the possible rather than the probable.
2. To understand that history gives man perspective in that he can see other men in sometimes similar circumstances and can recognize the forces and factors at work influencing the environment and thus will be better able to make more valid judgments in the future.
3. To understand that history does not repeat itself nor predict but only makes man aware of alternative ways of acting.

Skill Objectives:

1. Extrapolation (2.30). From clues given, to predict courses of action which students will follow in

this particular unit.

2. Analysis of Elements (4.10). By inference and clues, to identify the circumstances under which this particular passage was written.
3. Synthesis (4.10). To form generalizations as to the nature of like occurrences in history, the nature and value of history.

Materials: Set B. Reading IV.

What did we decide in the last class with regard to an author choosing facts and the operation of his frame of reference?

Get the students to summarize the main thoughts. (Facts are chosen by the author because of his frame of reference and those that are available. Facts are difficult to determine and only a few are chosen from all that really happened. Frames of reference determine how people classify facts. A frame of reference is determined by your culture, experience and schooling).

What does it appear that we intend to do in this unit?

This question will allow students to sift the clues already given in discussions and the readings and attempt to define where the unit is leading them. (Expected answer: We are looking at problems of individuals and then at the problems of groups of people and attempting to determine how the methods

of the historian will help us in the solution of problems.)

Read Reading IV, Set B.

By using clues given in the narrative, try to form some conclusions as to:

- (1) Who wrote this selection?
- (2) Where and under what conditions was this selection written?
- (3) When was it written?
- (4) Why was it written?
- (5) How does this material fit in with what we have been discussing?

This is the first excerpt or reading taken from the Journals. From clues given, and previous experience students should inductively form opinions in answer to the listed questions.

(Expected answers:

- (1) Sir John Franklin quotes Dr. Richardson.
- (2) Return trip from Coppermine on the barrens and in the winter time.
- (3) Expedition of 1820-21.
- (4) To explain the deaths of Michel and Hood.
- (5) From this material which was written in the past, we may have light thrown on the activities and behavior of men under trying conditions and thus on present problems in the NWT.)

How were the circumstances of Reading II and III similar? (Students could divide into groups - put their findings on a transparency. Later, plenary session would discuss findings.)

This is an attempt to get students to see that events though taking place at different times in the past can have similarity of circumstance.

How were the two events different?

Students should be able to state that though there is a certain similarity between the events that each event in time is unique.

"Does history repeat itself?"

Students should have a variety of answers which they should justify. They should see that each event

is unique but that there is some commonality in circumstance and that man and his behavior is the common denominator.

In your opinion, would the reading of Dr. Richardson's story of the taking of Michel's life have helped you to make a better judgment on the actions of Isachee Shoogook and Aiyaooot? Why or why not?

Would the reading of Mowat's article influence your judgements on the actions of Michel? Richardson and Hepburn?

Do the readings of the actions of men in the past help in interpreting the actions of men in the present?

Do the readings of actions of men in the present help in interpreting the actions of men in the past?

Written Assignment:

After discussion of the above questions, have students do the following giving reasons for their opinion:

"History has no value except that it is interesting."

These questions are aimed at getting the students to generalize and/or hypothesize as to the value of history. The topic is to be quite open ended and students may arrive at any generalization they wish so long as they justify their conclusions. This same assignment will be used later in the unit to see if students have changed their opinion.

The teacher should keep this written assignment on file for later comparison.

Excerpt IV. Student Reading:

From Dr. Richardson's narrative from the First Journal of Sir John Franklin. Volume 2. (p.p. 328-349).

Richardson gives an account of the episodes that occurred after he, Hood, Hepburn and Michel had separated from the main party on the return trip from Coppermine in October, 1821. The party was in desperate straits. Hood was too weak to continue the trek so the main body had gone ahead to get aid. Hood was shot in the back of the head. Michel was suspect and Richardson and Hepburn considered Michel to be dangerous so they executed him.

LESSON 5. THE FORMULATION AND VALIDATION OF HYPOTHESES

Subject Objectives:

1. To know that historians develop hypotheses as a beginning point in their historical investigation.
2. To understand that historians support and revise their hypotheses as further facts are brought to light.

Skill Objectives:

1. Analysis of Elements (4.10). To be able to distinguish between a fact and an hypothesis.
2. Analysis of Relationship. (4.20). To determine when evidence supports an hypothesis.
3. Derivation of a Set of Abstract Relationships (4.30). To develop hypotheses about the hypotheses developed by Richardson and Hepburn.

4. Production of a unique communication (5.10). To report on an aural tradition with which students have been in contact.

Materials: Set B, Reading IV.

What did we discuss in class last day? Students summarize the discussions. (Anticipated summary: That we were interested in problems and their solution relevant to the NWT. In order to try to solve we often have to look at what went before or the background information. Thus we really act like the historian. By looking at materials written by observers in the past we can get light thrown on present problems. Each event is unique but man is involved in each circumstance and we can learn something about man's behavior by looking at past events.

We have already decided that Duane formulated hypotheses in the play that we read. What is an hypothesis?

Students review previously derived definition. Hypothesis is that which when placed under the information gives a rational explanation for a state of affairs. p. 85. Organ.

What did we decide were the chief functions of hypotheses?

The chief functions of hypotheses are:
 (1) To reach a conclusion to a problem; (2) To clarify a puzzling situation; (3) To imply a course of action; (4) To make predictions possible.

What hypothesis did Richardson and Hepburn form about Michel and the death of Hood?

This is to get students to distinguish between fact and hypothesis. By use of fact and circumstantial evidence, Hepburn and Richardson made the hypothesis that Michel shot Hood.

When did Richardson and Hepburn form their hypothesis about Michel and the death of Hood?

Students will appreciate the fact that Richardson and Hepburn were faced by a puzzling situation and that they had to clarify this puzzling situation in order to implement a course of action.

When Richardson and Hepburn had formed this hypothesis, what other questions arose in their minds?

Students are acting like the historian in that they are trying to recreate the though behind certain actions of individuals.

What other hypotheses about Michel did they form?

Historians act very much in the same way that Richardson and Hepburn did. How does the historian begin?

Students are developing ideas about the procedures which the historian employs. They will probably suggest that the historian begins with questions and next develops tentative answers to these questions.

How did Richardson and Hepburn validate their hypothesis?

Students should list the evidence which seemed to prove that Michel was guilty.

Did Richardson and Hepburn form hypotheses which had to be revised?

Yes. They formed some before they arrived at the idea that it was Michel who shot Hood.

Can we ever be certain that an hypothesis is proven beyond a doubt?

Students will be led to generalize about the nature of hypotheses.

What sources can we use to find evidence about happenings in the past in northern history?

Along with written evidence by observers, scientific means of archeological discovery, students will probably suggest the oral tradition which exists among the Indian and Eskimo.

Written Assignment:

Describe an event which has come down to you by word of mouth and then tell why you believe it?

This is an attempt to gather information from the student's experience. Many Indian and Eskimo students have original stories that they have been told. This is one of the assignments of this unit to gather some of this original material.

Supplementary Material
Play - Digging the Weans from a recording by Theodore Bikel, Bravo, Bikel. Elecktra # 175.

Bikel assumes the role of an archeologist in the year 3000 A.D. He finds ruins of buildings and artifacts of life in the U.S. of 1968 and from them interprets history.

A PROJECT FOR THE CULMINATION OF THIS UNIT

Using a camera, copy for a slide projector, the excellent plates in the Journals of Hearne, Franklin, and Back. These plates were drawn and taken together will form the story of the period of 1769 to 1835. Use a tape recorder to record the commentary and then dub in the pictures.

Select a co-ordinating theme based on ideas which you have gained or will gain in this unit. Decide how you can achieve a finished production yet utilize the skills of the historian and the content of the journals.

LESSON 6. THE RE-CREATION OF AN HISTORICAL SITUATION

Subject Objectives:

1. To know the approximate areas in which indigenous people lived during the period 1769 to 1835 in the NWT.
2. To know the names of writers of these reports, when they lived, and the organization which the individual represented.
3. To understand that historians use a variety of sources to re-create incidents of the past, that there is such a thing as "accepted history", and how "accepted history" comes to be recognized.

Skill Objectives:

1. Production of a Unique Communication (5.10). From the writings of Hearne, Mackenzie, Franklin and Back, to mark on a map the position of indigenous peoples of the NWT during the period 1769 to 1835.
2. Development of a Set of Abstract Relations (5.30).

To deduce and establish a set of criteria for deciding whether or not a statement is accurate.

Material:

Map of entire NWT (obtainable from the Department of Mines and Natural Resources, Ottawa, Canada)

Set C, Reading V, VI, VII, VIII.

What have we learned about how historians work from our previous lesson?

Historians formulate hypotheses in answer to felt problems. These hypotheses are based on what they can establish as facts. The historian then tests his hypotheses by gathering further facts and if the hypotheses are warranted, they are accepted. The historian uses the written, archeological, and/or oral evidence to form or test hypotheses.

If you wanted to find out about Indians living in the NWT and where they lived at a certain time, how would you establish the facts?

Students may suggest:

- (1) Writings of observers.
- (2) Oral traditions.
- (3) Artifacts.

Read Set C, Readings V, VI, VII and VIII on Indian People living in the NWT and the areas in which they lived.

Using the data given in the four readings, plot the approximate boundaries of the different people.

Use map of the NWT obtainable from the Department of Mines and Natural Resources. The map is

extremely large and will make an attractive part of a display which might be made up as the unit progresses.

After you have plotted your own map, compare it with the maps referred to in the references given at the end of the reading.

Students are using the skills of the historian in creating the map from a number of different sources. They then will compare their map with those of professional historians.

Are there any discrepancies between your findings and those of the professional historians?

There will be discrepancies but the students will come fairly close to the maps provided by Kerr and Jenness.

Now check the sources of your authorities for the information which they plotted on their map. Who composed each map? For what period was it made? Why are they likely to be reliable?

The maps in Jenness and in the Hammond atlas were done by professional historians but the methods they employed were essentially the same as employed by the students.

Find examples where two or more of the writers of your readings agreed with each other.

What were the frames of reference of the writers? You may have to take a quick look at readings IX and XII in order to determine this.

Students should be able to suggest after quick perusal that Samuel Hearne served the Hudson's Bay Company, Sir Alexander Mackenzie served the North West Company and that Sir John Franklin and Sir George Back were representatives of the British Navy.

Make a chart listing the peoples mentioned, by whom mentioned, location, probable population numbers, and a few distinguishing and key characteristics mentioned by the reporter. If the class is divided into groups, then each group could take one people.

PEOPLE	BY WHOM MENTIONED	TERRITORY	POP. NUMBERS	DISTIN- GUISHING CHARACTER- ISTICS
Northern Indian or Chipew- yan	Hearne	Bounded by Hudson Bay, Churchill River, Athapuscow Lake, Dog-ribs and Coppermine Indians 59 to 69 deg. N.		Lived on the bar- rens
Chipew- yans	Mackenzie	60 and 65 deg. N. 100 and 110 deg. W.		"Speak a copious language."
Chipew- yans	Franklin	Occupy the Peace and Mackenzie Rivers.	GSL 160 H.R. 40 F. Chip. 240	Style themselves the dinneh- -men

The above illustrates how a chart could be made of the Chipewyans. Other groups of students would deal with: Copper Indians, Dog Ribs, Hare, Loucheux, Sheep Indians, Rock Mountain, Strong Bow, Nahannies, and Brushwood Indians.

How can we decide what statements are accurate when we read records from the past?

Students will agree that they must be suspicious and look for inferences. Aim of this question is to get students to state some criteria for accurate statements. They will

probably agree that if an event is described in similar fashion by two observers with different frames of reference, then the statement or happening is probably true or accurate.

Suppose the historian has only one account, such as in the case of the description of Indian peoples other than the Chipewyan, where we only have Franklin describing them, how does the historian determine what is fact?

This question is included to extend the student's thinking beyond the criteria already established. They should determine other ways of determining accuracy of statements, namely the language of the document to determine objectivity. Was Franklin a visitor to these peoples or did he rely on the reports of others? (i.e. Indians, Mr. Wentzel.)

What criteria have we established for deciding whether or not a statement is accurate?

Students should be able to suggest the following criteria:

(1) Statements are probably true when reported by a number of observers with different frames of reference.

(2) We can infer information about authors of articles and the kinds of societies in which they lived.

(3) Analysis of language of the document.

(4) Was the observer really there? Proximity of the author to the event.

Student should summarize the criteria in his notes.

Student Readings:Excerpt V:

*From Samuel Hearne. A Journey to the Northern Ocean. (pp. 210-213)

Hearne describes the extent and nature of the country inhabited and traversed by the Chipewyan or "Northern" Indian.

Excerpt VI:

*From Alexander Mackenzie. Voyages. (p. clxxii)
Mackenzie describes the area of the "Chipewyans" in much more precise geographic terms.

Excerpt VII:

*From John Franklin. First Journal. (pp. 241-2).
Vol. I.

Franklin gives some population statistics as he viewed them from Fort Chipewyan in January, 1820.

Excerpt VIII:

*From John Franklin. First Journal. Vol. II.
(pp. 67-87).

The areas populated by the Copper, Dog-Rib, Slave, Horn Mountain, Hare, Loucheux, Sheep, Rocky Mountain and Strong-Bow Indians are indicated as are some characteristics listed which Franklin felt distinguished each group from the others.

LESSON 7. HOW THE HISTORIAN ASKS ANALYTICAL QUESTIONSSubject Objectives:

1. To know the kinds of analytical questions which historians ask.
2. To know the specific reasons why Hearne, Mackenzie, Franklin and Back were sent to the northern areas.
3. To understand that the four reporters were chosen because they all visited different representative parts of the NWT and yet their expedition routes crossed thus allowing the investigator to check on the accuracy of each.

Skill Objectives:

1. Extrapolation. (2.20). To be able to infer reasons for the selection of certain authors for use in this unit.
2. Derivation of a Set of Abstract Relationships. (5.30). To be able to develop a hypothesis through the use of analytical questions.

Material:

Set D, Reading IX to XIV.

Carl G. Gustavson. A Preface to History. (Toronto: McGraw-Hill Book Company) pp. 56-64.

What have we learned, so far, about how the historian works?

Included in the next assignment are six excerpts generally taken from the official instructions given to Hearne, Mackenzie, Franklin and Back before each of them made their various journeys into the north. Why do you think they are included in the readings for this unit? Infer some motives on the part of the selector of the items.

Before reading the six excerpts, what questions might you ask of the materials?

Students should write down their questions. Plenary session could refine questions and place on a transparency. Then groups or individuals would attempt to answer the questions that have been formulated. If each group would take one set of instructions, this would cut down on the amount of reading that must be done by an individual. The individual would become acquainted with material not read in the plenary session.

Summarize what has been learned to date in the unit.

Students may suggest:

(1) To find out what these travellers were doing in the NWT and the object of their visit.

(2) To find out what the thinking was or the state of knowledge in official circles at the time.

(3) To be able to assess whether these men achieved what they set out to do.

Probably students will restate the above but in the form of questions.

Go through the questions one by one, placing answers gathered from the readings on the transparency for later overhead projection.

What influenced you in your choice of questions?

The students will probably suggest the following:

- (1) Frame of Reference.
- (2) Previous experience with educational materials and teachers.
- (3) Their earlier identification of problems of the NWT.

After you have read the six excerpts in detail, have you further questions that you might ask of the readings?

There may be other questions.

Carl G. Gustavson, in his book Preface to History, calls such questions analytical. Why analytical?

Students may suggest that the question helps you break down the material into more useful elements or that they give you a target in your search for information.

Gustavson suggests a list of analytical questions on p. 62. Do any of these questions apply to our readings? Which ones?

Some questions are obviously applicable; others are not. Students could discuss one excerpt in their groups or one excerpt in class.

Would you ask all of Gustavson's questions for every investigation?

Students will probably find some questions helpful. They should add, however, the questions that they themselves devise. Gustavson's questions simply suggest more of our own.

How do you know you are asking the "right" questions?

Students should see that no one can identify a short list of "right" questions, and moreover, the simple application of a set of "right" questions would remove much originality in the search for answers.

These questions have simply been helpful to historians in the past.

From a geographic point of view, what criteria seems to be underlying in the choice of selections from Hearne, Mackenzie, Franklin, and Back?

In order to summarize, each group could make a table which includes the following columns:

Traveller-

Date-

Issuer of Instructions-

Nature of Instructions-

Student Readings:

Excerpt IX:

*From Samuel Hearne. Op. cit. (pp. lxvi - lxx)

This section contains a copy of the instructions given by the governor of Fort Prince of Wales to Hearne giving the composition of his party and instructing him to gain knowledge of the country traversed, to make friends with the Indians, to investigate the copper mines and to investigate the existence of a North West Passage.

Excerpt X:

*From Samuel Hearne. Op. cit. (pp. 40-1)

The governor, Moses Norton, gives the instructions to

carry out the spirit of the first set and gives the information that the leader, Matonabee, will act as guide.

Excerpt XI:

*From Alexander Mackenzie. Op. cit. (pp. vii - xiii).

Since Mackenzie was not sent by the North West Company, he explains his 'fait accompli' in travelling to the Arctic Ocean, some of the circumstances of the voyage, the publishing of his Journal, and what he thinks was the usefulness of his trip.

Excerpt XII:

*From John Franklin. First Journal. (pp. ix - xiii).

Franklin summarizes the instructions given him by the British Admiralty and lists his companions. The main object of the expedition was to chart the coast from the Coppermine River to the eastern extremity of North America. He was also to take note of the climate, meteorological phenomena, magnetic forces, the aurora borealis, and the copper mines.

Excerpt XIII:

*John Franklin. Second Journal. (pp. xxii - xxiv).

Franklin quotes his official Instructions from First Lord of the Admiralty, Lord Bathurst, in which Bathurst instructs this 1825 Expedition to explore the northern coast from the Mackenzie River to the Straits of Behring to meet Captain Beechy. Dr. Richardson was to follow the coast from the Mackenzie east to Coppermine and Richardson would complete his studies of the "Natural History of North America."

Excerpt XIV:

*From George Back. Journal. (pp. 13-15)

Back quotes the official instructions for the Secretary of State for the Colonies of 1833, instructing him to follow the Great Fish River to the Arctic Coast in search of Captain Ross.

LESSON 8. HOW THE HISTORIAN DEALS WITH MIND SET

Subject Objectives:

1. To understand that a frame of reference can prevent one from accurately reporting or interpreting an event.
2. To understand that the historian's as well as the observer's frame of reference is a product of his culture.

Skill Objectives:

1. Analysis of Elements (4.10). To be able to

recognize underlying values used by the writer.

2. Analysis of relationships (4.20). To be able to

- gather evidence in support of an hypothesis.

3. Production of a Unique Communication (5.10). To

gather evidence in support of an hypothesis from

evidence supplied.

Material:

Transparency

Set E. Readings XV, XVI, XVII, XVIII, XIX, XX.

What is history?

The purpose of the question is to get the students to summarize what they have learned and to get him thinking about an assignment which is to follow.

Project ink blot transparency. Write down the first thing that comes to your mind. After a short time, ask: Let us make a list of the things individuals saw in the blot?

The transparency is an ink blot which can be interpreted several ways. Students will see a wide variety of objects and will be led to see that what they see is a function of their frame of reference.

Why do you suppose different students saw different things?

Students will realize that what they see is a function of their frame of reference.

What special problems for historians do you think this ink blot test reveals?

Students will see that the historian sees things according to his frame of reference and the reader of his works will also see things according to theirs.

Read Set E, Readings XV, XVI, XVII, XVIII, XIX, XX, (See below). Allow some groups to study Readings XV and XVI or excerpts from Mackenzie's Journal. Allow the remainder to study Reading XVI from Back's Journal.

What values could you infer underlie the writings of Back or Mackenzie in the above readings? Pick out specific incidents or "loaded phrases" that indicate the frame of reference of these writers.

Students are given practice in inferring the basic values or attitudes underlying the writers of the Journals.

What values do these two writers have in common?

Students will probably suggest, "Ignorant savages".

In what sense can we call Hearne, Back, Franklin, and Mackenzie "explorers" or "discoverers"? Hypothesize and give specific evidence from the readings.

Students will cite the writers as giving evidence of Indians supplying knowledge of routes and geographic locations.

From an Indian frame of reference and using the incidents cited in the readings, what right have the four writers to be called "explorers" or "discoverers"?

This is an open question and would hopefully lead students to question claims made by and for the so called "explorers".

Would an Indian interpret the incidents reported in the Journals differently than a Caucasian?

These two latter questions would lead a student to understand that a person's values colour his interpretation of history and that investigators should be aware that their own values colour their interpretation.

How can the historian deal with evidence that contains unstated value assumptions?

WRITTEN ASSIGNMENT

For the past eight lessons, you have been studying the methods of the historian and you should now be able to work out your own definition of history. With the past lessons in mind, show how you would attack an historical problem such as "What contribution did the Indians make to the success of Hearne, Mackenzie, Franklin and Back?"

Your essay should be over 250 words. In your paper, describe the way in which you would go about investigating this problem using the mode of inquiry you have been studying.

Excerpt XV:

*From Alexander Mackenzie. Op. cit. (pp. xi - xii). Mackenzie claims to travel areas never before traversed by Europeans.

Excerpt XVI:

*From George Back. Journal. (p. 302). Back notes the wonder of the Indians that Europeans would take such pains to "explore" out of mere curiosity. Back says that the Indians were devoid of the desire to "discover".

Excerpt XVII:

*From Alexander Mackenzie. Op. cit. (p. 295). Mackenzie questioned the Indians about a river which crossed the mountains and flowed into the Mackenzie. The Indians drew a map which showed the position of rivers. Mackenzie at the time was hoping to find a river which flowed into what Captain Cook had designated as Cook's River. For reference, see Ledyard's Map which can be found in A Historical Map of Canada, edited by D.G.G. Kerr. Thomas Nelson and Sons. Don Mills, Ontario. 1961. (p. 42).

Excerpt XVIII:

*From John Franklin. Second Journal. (p. 317) Franklin says that from information gained from both Captain Parry's chart and the Indians that the coast from Point Turnagain leads directly into openings into the Atlantic through Prince Regent Inlet.

Excerpt XIX:

*From George Back. Journal. (pp. 84-6). Back comments on the country at the east end of Great Slave Lake before departure on his Expedition. He tells that at Fort Resolution, La Prise and another young Indian hunter drew maps which were found to be

"remarkably correct" of the country between Great Slave Lake and the Teh-lon disseh.

Excerpt XX:

*From John Franklin. First Journal. Vol. II.

(pp. 221-2).

At Fort Chipewyan in 1820, during an interview, Beaulieu, a half breed, and Black Meat, a Chipewyan, drew maps and gave information which led to Franklin choosing a route to Coppermine, and gave details as well about Rum Lake and Great Fish River.

LESSON 9. WHAT IS HISTORY?Subject Objectives:

1. To understand that the way in which an historian investigates his topic will determine the validity of his findings.

Skill Objectives:

1. Analysis of Elements (4.10). To analyze the methods by which an historian investigates a problem.
2. Judgements in Terms of External Criteria. (6.20).
To compare a given piece or research with previously established criteria.

Materials: Transparency

Does the following paper deal adequately with the topic you were assigned in your essay? Use the following on a transparency.

Investigating the Contributions of the Indians To The Hearne, Mackenzie, Franklin and Back Expeditions

When presented with an historical problem I must formulate a method of attack in order to solve it most efficiently. Since I know very little about the travels of Hearne, Mackenzie, Franklin and Back in northern Canada, there are certain steps which I must take to find out about it.

First I must gather some information from accounts written by observers of the time to inform me as to what happened in early northern history. Since the Indian was not literate, I will realize that most writers will have a European frame of reference. I will keep in mind that I have a frame of reference of my own, derived from my cultural and educational background, that will also influence how I interpret what happened. I will read the accounts of at least two observers to make sure I approach the problem from more than one frame of reference.

Having read the accounts of the journals, I will develop my own hypothesis. Keeping in mind that complicated events occurred, my hypothesis might be: "Indian culture, knowledge of survival technique and geography made it possible for Hearne, Mackenzie, Franklin and Back to make successful expeditions which publicized the north."

My next step is to test my hypothesis. In order to guide my thinking I will frame certain analytical questions which will help me to investigate and find data. These questions might be:

1. How much was known about the north at the time when these men set out on their expeditions?

2. What peoples inhabited the areas where the visitors journeyed?
3. In what ways did the Indians give aid to the visitors?
4. Could the visitors accomplish what they did without the aid of the Indians?
5. How much aid was given?
6. On what occasions did the Indians give aid?
7. What was the nature of the aid?

Using these questions as guides, I would search for evidence that would help me to answer the above questions. I would go to original sources, such as reports of men of the Hudson's Bay Company, the North West Company, the churches, and the British Admiralty.

If I use observers' accounts, I shall try to determine what statements are accurate statements of facts. By getting two people with different frames of reference, I shall attempt to establish the accuracy of the statements. If I only have one observer then I shall test the language used, note whether "loaded language" is used, and investigate whether the author actually saw what he reported or whether he accepted information from others.

After completing my investigation, I shall reexamine my hypothesis to see if it faithfully reflects all

the data I have uncovered. If it does not, I shall either reject it completely or modify it.

By following the steps of forming an hypothesis, asking analytical questions, and seeking evidence and always keeping in mind the problem of mind set, I should be able to determine the contribution of the Indian.

LESSON 10. A JOURNEY TO THE NORTHERN OCEANSubject Objectives:

1. To understand that the journals were more than a description of a series of happenings to a few men, but include commentaries on the culture, geography, politics, economics and the people.
2. To know the route traced, the people visited, the methods of travelling utilized, the difficulties faced, and the attitude of Hearne on his three expeditions.

Skill Objectives:

1. Interpretation (2.20). To be able to comprehend and interpret the Hearne Journal.
2. Production of a Proposed Set of Operations (5.20).
To be able to phrase questions which will be of use in examing material.

Material: Set F. Reading XXI.

Through the first nine lessons, we have been concerned with the nature and value of history. You have read from some of the journals. We have been concerned in our discussions with current problems in the NWT and we have generalized that it is difficult

This is an attempt to get students to define what they will look for in the Journals. After the class or the individuals have made their list, the lists could be read out to the plenary session. Discussion would ensue and ideas about the type of question could

to make hypotheses unless we have some information about what went before. We concluded that one source of information from the past would be from the reports of some of the first visitors. The time has come to investigate the journals. What are some of the general questions that you might ask about the journals? Make a list of possible questions.

The following is a very much abridged edition of Hearne's Journal, A Journey to the Northern Ocean. From this shortened version, you can get an idea of what the whole Journal was like. All the words that appear are taken from the Journal as Hearne wrote it.

Read the condensed version and attempt to answer your own analytical questions. Next class, there will be an objective test which checks on your reading and understanding of the material.

Prepare a map with the Hearne journeys marked on it. A large map is obtainable from the Department of Mines and Resources. This map could be a combined effort and could be part of a display or else photographed to be part of a proposed slide lecture.

be refined. Questions might include:
What content do the Journals contain? How readable or understandable are they? When were the Journals written? What evidence do they give about Indian and Eskimo contribution to the success of the expedition?

Students may question where the abridged edition comes from and if it is abridged, is it in the words of Hearne? The connecting phrases are from chapter headings and all material was taken from the edition edited by Richard Glover, published by The Macmillan Company of Canada, Toronto, in 1958.

Student Readings:Excerpt XXI:

*From Samuel Hearne. A Journey from Prince of Wales's Fort in Hudson's Bay to the Northern Ocean in the Years 1769, 1770, 1771, 1772. Edited by Richard Glover. Macmillan Company of Canada. Toronto. 1958.

How To Get A Shortened Version of the Hearne Journal:

Because Hearne deals with so many topics, and we want to only see the outline of his Journal at this time, the following readings are suggested. The other materials in the Journal are used elsewhere.

Chapter I. First Expedition:

(1) Read the summary at the beginning of Chapter I for overview.

(2) Read for detail entries for:

- i. November 6, 1769 - p. 1
- ii. November 26 to November 30 - p. 3 and 4.
- iii. December 5 - p. 5 and 6.
- iv. December 11 - p. 7

Chapter describes Hearne's first expedition in which Chawchinahaw led the expedition about 200 miles inland and deserted it.

Chapters II and III. Second Expedition:

(1) For summary, read outline on p. 8 and p. 30.

(2) Read for detail, entries for:

i. February, 1770 - p. 9.

ii. March 21 - p. 12 only.

iii. April 15 - p. 15.

iv. June 1770 - p. 21.

v. July 22 and 30 - p. 25.

vi. August 6, 9, 11 - p. 26 through 29.

Hearne leaves Fort Prince of Wales on February 23, 1770, and visits Seal River, She-than-nee, Beralzone, Catha-whachaga, Doobaunt Whoie River. There his quadrant was broken and he decides to turn homeward.

Read the account of how Hearne was plundered on August 13 (pp. 30-31) and the meeting with Matonabbie on September 20th (pp. 33-37). Matonabbie helps Hearne, promises to be his guide on a third try to reach Coppermine, diagnoses the weaknesses of the second expedition and gives Hearne directions for getting home.

Chapter IV:

(1) Read the summary at the beginning of chapter IV - p. 38.

(2) Read the entries for the following dates:

- i. December 30, 1770 - pp. 43 and 44.
- ii. February 7, 1771 - p. 48.
- iii. April 23 and May 3 - pp. 59 - 60.

Much of this chapter is commentary on the life and ways of the Indian and by the end of it Hearne has progressed to about eighty-five miles from Thelewey-
-aza-yeth.

Chapter V:

This chapter covers transactions from Clowey until arrival at the Coppermine River.

(1) Read the summary at the beginning of the chapter.

(2) Read entries for the following days:

- i. May, 1771 to May 29 - pp. 71-72.
- ii. May 31 to June 16 - pp. 73-74.
- iii. June - p. 77-78.

Chapter VI:

This chapter deals with the happenings that occurred as the party follows the Coppermine River to the sea and then the return to Cogead Lake. It includes events such as the massacre at Bloody Falls, the Arctic Ocean and the copper mines.

(1) Read the summary on p. 94.

(2) Read the following excerpts:

- i. July 14 - pp. 94-5.
- ii. July 16 to 18 - pp. 97-106.
- iii. July - pp. 112-113.

Chapter VII:

This chapter deals with the period wherein the Expedition was returning from the copper mines to Athapuscow or Great Slave Lake. Read the summary on page 123.

Chapter VIII:

This chapter deals with the period wherein the Expedition crosses Great Slave Lake and then proceeds eastward back to Fort Prince of Wales. Read the entries for January 9 - pp. 160-1 and June, 1772 - p. 195.

LESSON 11. OBJECTIVE EXAMINATION

DO NOT WRITE ON THIS EXAMINATION SHEET. AN ANSWER SHEET HAS BEEN PROVIDED.

This objective examination will last for twenty-five minutes and consists of twenty-two questions. Choose what you consider to be the best response and mark the letter of your chosen response on the answer sheet. No credit will be given if you mark more than one letter for any one question.

EXAMPLE:

Question SheetAnswer Sheet

1. The capital city of the Northwest Territories is:

A. Inuvik. C. Hay River

B. Fort Smith. D. Yellowknife

1. A B C ☒

Do not spend too much time on any one question. If you do not know what you consider to be a right answer immediately, then try to eliminate those answers which you know to be wrong. You are then advised to guess among the remaining answers.

1. "...I got up at daybreak, and, with the two Southern Indians, set out in quest of our deserter. Many hours elapsed in fruitless search after him, as we could not discover a single track in the direction we were informed he had taken."

Hearne's problem in the above case was how to pro-

cure the return of:

- A. a guide.
- C. some supplies.
- *B. a quadrant.
- D. a run-away lover.

2. Which of the following situations was not generally a problem for Hearne?

- A. Procuring food on the Barrens.
- B. Relations with Conne-e-queese.
- C. Relations with Chowchinahaw.
- *D. Relations with Matonabbee.

3. In order to attempt to prevent the massacre at Bloody Falls, Hearne did not:

- A. question the decision to attack the Eskimo.
- *B. remain in hiding while the Eskimo were attacked.
- C. think sadly about the difficulty of his position.
- D. arm himself in order to defend himself.

4. "...On the same day that Keelshies joined us, an Indian man who had been some time in our company, insisted on taking one of Matonabbee's wives from him by force, unless he complied with his demands."

The problem to Hearne which the above situation presented was:

- *A. persuading Matonabbee to go further with the expedition.

- B. pacifying the resulting squabbles among the Indians.
- C. seeing that justice was done.
- D. returning the wife to her rightful owner, Matonabbee.

QUESTIONS 5 through 7 refer to the following quotation:

"...Matonabbee was taken ill; and from the nature of his complaint, I judged his illness to have proceeded from the enormous quantity of meat that he had eaten on the twenty-seventh, as he had been indisposed ever since that time. Nothing is more common with those Indians; after they had eaten as much at a sitting as would serve six moderate men, than to find themselves out of order; but not one of them can bear to hear that it is the effect of eating too much; in defence of which they say, that the meanest of the animal creation knows when his hunger is satisfied, and will leave off accordingly. This, however, is a false assertion, advanced knowingly in support of an absurd argument; for it is well known by them, as well as all the Southern Indians, that the black bear, who, for size and delicacy of its flesh, may justly be called a respectable animal, is so far from knowing when its hunger is satisfied, that, in the

Summer, when the berries are ripe, it will gorge to such a degree, that it frequently, and even daily, vomits up great quantities of new-swallowed fruit, before it has undergone any change in its stomach, and immediately renews at its repast with as much eagerness as before..."

5. Given the quotation above, which of the following statements would you accept as a statement of fact?

A. Matonabee was ill due to the enormous quantity of meat that he had eaten.

*B. Black bears vomit up fruit, and then re-eat fresh berries.

C. Black bears are a respectable animal because their meat is a delicacy.

D. Men do not become sick from over-eating because even the meanest animal knows when his hunger has been satisfied.

6. Which of the following hypotheses could you justify on the basis of the above quotation?

A. The Indians argued logically in this case.

B. Black bears are respectable animals.

C. The black bear gets sick from over-eating, vomits and then eats afresh.

*D. Matonabee was probably sick from over-eating.

7. If Matonabee had more meat than he could normally eat placed before him, according to Hearne, the former would probably:

A. save some for another day.

B. cache it so that it could be used by someone else.

C. save some for friends who might happen along.

*D. eat all he could possibly eat and then some.

You may require certain information from the following quotation in order to answer questions 8 through 10.

"...The poor Esquimaux on the opposite shore, though all up in arms, did not attempt to abandon their tents; and they were so unacquainted with the nature of fire-arms, that when the bullets struck the ground, they ran in crowds to see what was sent them, and seemed anxious to examine all the pieces of lead which they found flattened against the rocks. At length one of the Esquimaux men was shot in the calf of his leg, which put them in great confusion. They all immediately embarked in their canoes, and paddled to a shoal in the middle of the river, which being somewhat more than a gunshot from any part of the shore, put them out of reach of our barbarians..."

8. Which of the following statements accurately describes the frame of reference of the author of the above quotation?
- A. He was an objective observer.
 - *B. He was an Englishman.
 - C. He was an Eskimo.
 - D. He was a nineteenth century historian.
9. Given the quotation above, which of the following statements would you accept as a statement of fact?
- A. The Eskimo acted as if stupified.
 - B. The Indians were barbarous in their treatment of the Eskimo.
 - *C. The Eskimo could not adapt quickly to the new situation.
 - D. The Eskimo knew enough to move farther away so that they would not be hit.
10. When did the above incident happen?
- *A. After Hearne had visited Bloody Falls.
 - B. When Hearne was on Great Slave Lake's north shore.
 - C. When Hearne was on the sloop on Hudson Bay.
 - D. Before Hearne had visited Bloody Falls.

You will require the following quotation in order to answer questions 11 through 14.

"...When all the men are heavy laden, they can neither hunt nor travel to any considerable distance; and in case they meet with success in hunting, who is to carry the produce of their labour? Women ... were made for labour; one of them can carry or haul, as much as two men do. They also pitch our tents, make and mend our clothing, keep us warm at night, and, in fact, there is no such thing as travelling any considerable distance, or for any length of time, in this country, without their assistance. Women ... though they do every thing, are maintained at a trifling expense; for as they always stand cook, the very licking of their fingers in scarce times, is sufficient for their subsistence."

11. These words were first attributed to:

- *A. Matonabee.
- B. Hearne.
- C. Conne-e-queese.
- D. Keelshies.

12. Which of the following most accurately describes the frame of reference of the person to whom the above

quotation is attributed?

A. He was an eyewitness.

B. He was a white man.

*C. He was Chipewyan.

D. He was an Eighteenth century visitor to the NWT.

13. The above quotation was used specifically in the Journal as an hypothesis for:

A. explaining the status of Indian women.

*B. explaining why the second expedition of Hearne failed.

C. explaining why women were treated cruelly.

D. explaining why women were rated as valuable.

14. Which of the following hypotheses could you justify on the basis of this quotation?

A. Women are inferior beings.

B. Chipewyans thought women to be inferior.

C. Chipewyan women were inferior to the men.

*D. Chipewyans thought it was impossible to travel without taking some women along.

15. When Hearne talks of the "Northern Indian", he refers to:

A. All Indians north of the 60th parallel of latitude.

B. The Copper Indians.

C. The Cree Indians.

*D. The Chipewyan Indians.

16. Which of the following statements would not belong in a classification made by Matonabee?

A. Eat as much as you can for you might not have food for tomorrow.

B. Women perform a different type of work than men and are valuable property.

*C. Plan for tomorrow so that you won't starve.

D. Might makes right when you consider women.

17. Probably the best reason for the success Hearne had in reaching his goal was:

A. his ability to handle the Indians and make them do as he wished.

*B. his willingness to travel as the Indians did.

C. his ability to travel with the crowd and accept their values.

D. his knowledge of astronomy, map reading and other skills learned when he was a sailor.

You will require the following four statements in order to answer questions 18 through 20.

I. The Chipewyan attitude toward food stemmed in part from their experience with famine and plenty.

II. The Barrens are treeless with few grasses.

III. Many ranges of hills run through the Barrens.

IV. In meeting the challenge of these rugged conditions,
the Chipewyans developed resourcefulness.

18. Which of the above statements are hypotheses?

A. I only.

B. I and II only.

C. I and III only.

*D. I and IV only.

19. Which of the above are statements of fact?

A. II only.

*B. II and III only.

C. II and IV only.

D. III and IV only.

20. Which of the following statements best characterizes
the mind-set of a twentieth century scientist?

A. If my government says so, it must be true.

B. If the Bible says so, it must be true.

*C. If reason and evidence say so, it must be true.

D. If a philosopher says so, it must be true.

21. In the period 1769-1772, when Hearne wrote of the
Chipewyans, they were:

*A. acting as middlemen to bring goods from Fort
Prince of Wales to people farther west.

B. visited by an epidemic of small-pox.

C. not in possession of guns.

D. not in possession of information about the copper mines.

22. Which of the Chipewyan practices did Hearne deplore?

A. Chipewyan usage of women for beasts of burden.

B. Chipewyan methods of divorce.

*C. Treatment of women during childbirth.

D. Wrestling for women.

LESSON 12. MACKENZIE'S "VOYAGES"Subject Objectives:

1. To understand that when faced by an historical problem, one reads relevant material, formulates an hypothesis and tests that hypothesis by answering self-formed analytical questions.
2. To know the route traced, the people visited, the methods of travelling utilized, the difficulties faced, and the attitude of Mackenzie on his expedition of 1789.

Skill Objectives:

1. Derivation of a Set of Abstract Relationships (5.30).
To be able to develop an hypothesis through the use of analytical questions.

Material:

Film: Lord of the North (Alexander Mackenzie).

National Film Board. 28 minutes. 1964. Obtainable from Extension Department, University of Alberta, Edmonton, Alberta. Rental charge - \$3.35.

In the last lesson you looked at the Journal of Hearne. You asked certain questions of the data or had certain ideas in mind as you examined the abbreviated Journal. We are

This is to check questions asked of the Journal by the students. Students could write questions on a transparency for easier communication. The purpose would be to stimulate others and

interested in the particular questions you formulated.

check each other's work. A plenary session could hear all or part of the questions.

Now we are interested in the answers which you gave to your own questions.

Use the same technique as above to hear all of a sampling of the answers.

The questions which the class has formulated cover a wide area. We would like to narrow the area of questioning to that of the contribution of the Indian and the Eskimo to the success of the Hearne expedition. How could this be expressed in terms of a problem. Divide up in groups to define and report to the plenary session.

Students formulate an historical problem, such as: "What contribution did the Indian and Eskimo make to the success of the expedition?"

As a result of your reading so far, what hypothesis would you formulate. Divide up into groups and define. Report to the plenary session and discuss.

Students formulate their hypothesis in response to their own statement of the historical problem.

What is the next step we should take after the formulation of an hypothesis?

Students should respond that analytical questions should be formed to test the hypothesis.

What analytical questions should be asked of further reading? Break into groups, discuss, and report.

By discussion in groups, students check each other's thinking.

Where should we go for further reading?

Students may suggest other observers, to reread Hearne with the new questions in mind.

A film has been made which is based on the Journal of Mackenzie. It is called Lord of the North. Watch the film, keeping your analytical questions in mind. For homework and future reference, answer your analytical questions based on the Journal of Mackenzie.

On a map of the Mackenzie River system, chart the voyage of Mackenzie.

A large map of the Mackenzie River system is obtainable from the Department of Mines and Resources. The finished product can be used for a display or slide-sound project which will be described later.

LESSON 13. THE GREATEST OF THEM ALL?Subject Objectives:

1. To understand that because of the contribution of Matonabbee, Hearne's third expedition was entirely successful and that often Matonabbee was the symbol of all that was good in Chipewyan culture.

Skill Objectives:

1. Production of a Unique Communication (5.10). To create an hypothesis and to cite evidence so as to give it warrant.
2. Derivation of Abstract Relations (5.30). To develop an hypothesis as to the contribution made by the Chipewyan chief, Matonabbee, to the success of Hearne's voyage.

Material: Reading XXII.

You have now read a shortened edition of Hearne's Journal. You have mapped his routes taken. You have already met Matonabbee.

Students may wish to review what they already know about Matonabbee. A transparency could be designed by students to chart the life of this man.

What in your opinion, was Matonabbee's contribution to the success of the Hearne expedition? Break into small groups and try to come to consensus on

an hypothesis. Groups will then compare hypotheses in plenary session.

Before reading the next excerpt, hypothesize about the following items:

- (a) Matonabbee's relations with Hearne.
- (b) Hearne's opinion of Matonabbee.
- (c) Matonabbee's age.
- (d) Did Matonabbee have religious training?
- (e) Matonabbee's "primitiveness".
- (f) Matonabbee's relations with Moses Norton.
- (g) How did Matonabbee know about the copper mines?
- (h) What were Matonabbee's strengths of character?
- (i) What were his weaknesses?
- (j) What were Matonabbee's accomplishments?

Read the excerpt from Hearne about Matonabbee. Reading XXII.

After the students read the excerpt, have the groups re-examine their hypotheses on each of the above topics and modify, accept or reject them.

This is an attempt to get students to apply the procedures discussed earlier in the unit.

- (a) Hearne obviously respected Matonabbee and the respect was mutual.
- (c) Matonabbee's birth date was given as 1737. It can be inferred that he was a few years older than Hearne.
- (f) Matonabbee informed Moses about the presence of the copper mines and Hearne's expedition was simply to check out Matonabbee supplied information.
- (h) Matonabbee had attractive personality, kept his promises, showed fairness on occasion.
- (i) Students will mention his pride, jealousy, etc.
- (k) Students may mention that he rose to become chief of all the "northern" Indians, peacemaker, great friend of Hearne, and guide.

The extract gives better and more detail on Matonabbee than the previously assigned portions of the Journal.

Assignment: Members of each group should write a paragraph or two giving as much evidence as they can in support of one of the above hypothesis (a) to (j) so that the collected and corrected items will form a booklet on Matonabee.

Excerpt XXII:

*From Samuel Hearne. Op. cit. (pp. 222-228 and p. 187).

Matonabee, son of a Northern Indian and a Southern slave woman, is described. The passage reveals how Matonabee was under the patronage of Richard Norton, lived at the Fort for some time, how he made peace with the Athapuscow Indians, how he visited the copper mines and brought back reports to Moses Norton, and how he ended his days when he saw La Percusse capture Fort Prince of Wales in 1783.

LESSON 14. THE RASPUTIN OF THE NORTH And TRAGIC LADYSubject Objectives:

1. To understand that Moses Norton played a part in the development of the Hudson's Bay Company trade by sending Hearne to confirm Matonabee's report of the copper mines.
2. To understand that intermarriage between ethnic groups can at times cause difficulty for the children of the marriage and that this problem existed then as it does now.

Skill Objectives:

1. Application (3.00). To identify and define problems of intermarriage between ethnic groups and the upbringing of children, products of such marriages.
2. Analysis of Relationships (4.20). To analyze the relationship between problems existing now and in the time of Hearne.
3. Derivation of Abstract Relations (5.30). To develop an hypothesis about the contributions of Moses Norton to the Hearne expedition.

Materials: Readings XXIII and XXIV.

Matonabee played a large part in the Hearne story as you have hypothesized.

Another character which was mentioned in the Hearne Journal was Moses Norton.

Form hypotheses about the following topics:

- (a) Who was Moses Norton?
- (b) What kin was he to Richard Norton? Matonabee?
- (c) What were his accomplishments?
- (d) What were his relationships with Hearne?

Meet in plenary session to compare your hypotheses.

Students will have read a little about Moses and may not be able to form the hypotheses. If this is so, then have them read the material. (a) Moses Norton was the son of a Governor of Fort Prince of Wales and a Cree woman. He later became Governor. Matonabee had been in charge of Richard's but when Richard left for England, Matonabee had been left at the Fort. (c) Moses was one of the first "Metis" to have charge of a Fort. He advised the Company to try 'the black whale' fisheries and commissioned Hearne to go on his expeditions. (d) Hearne didn't always approve of Moses as the former says in the next reading.

Read Excerpt XXIII.

After reading the excerpt, amend or reject your hypotheses.

Do you think Moses got his position by innate ability or by having "a friend at Court"? Is it possible today in the Territories for people of Indian extraction to get positions by innate abilities or must they have a "friend at court"?

These are a type of open ended questions, inserted to allow students to give their opinions on current questions and problems in the NWT.

We have now met Moses and Richard Norton. By reading Excerpt XXIV, you will meet one other member of the family.

What were the relationships between Richard? Moses? Matonabee? Hearne?

What problems does Hearne cite which could be current problems.

When Indian children are taught in large schools and live in residences away from home and in a different culture, do they have the same problem that Mary did?

Should we train Indian and Eskimo children to live in an urban community?

Mary was the part Indian daughter of Moses Norton who was brought up in the protected environs of Fort Prince of Wales. When she went to live with the Indians, when La Perousse captured Fort Prince of Wales in 1782, she died because she probably could not adjust.

These last two questions are to promote free discussion of current problems in the Northwest Territories.

Excerpt XXIII:

*From Samuel Hearne. Op. cit. (pp. 39-40).

Here is a graphic sketch of Moses Norton who sent Hearne on his expeditions. Here is a man of Indian extraction who rose to command Fort Prince of Wales.

Excerpt XXIV:

*From Samuel Hearne. Op. cit. (p. 82).

Hearne admires Mary Norton, daughter of Moses. She was brought up in a very protected environment and not taught Indian ways. When she was thrown on her own resources, when La Perousse captured Fort Prince of Wales, she starved to death.

LESSON 15. "THOU GOOD AND FAITHFUL SERVANT"

Subject Objectives:

1. To understand that Augustus or Tattannoeuck, the Eskimo interpreter, served through the terrible privations of the First Franklin expedition, on occasion saved the members of the Second from massacre, and finally died in an attempt to serve the Back expedition.
2. To know the routes taken by the Second Franklin Expedition of 1825-27 and the Back Expedition of 1833-35.
3. To know the approximate location of Fort Resolution, Fort Reliance, and Fort Franklin.

Skill Objectives:

1. Derivation of Abstract Relations (5.30). To develop an hypothesis about the contribution of Augustus to the Franklin Expeditions.

Material:

Large Map of Northwest Territories.

Readings XXV, XXVI, and XXVII.

So far we have looked at the Journals of Hearne and Mackenzie. The next three readings come from three different journals. If you

Students have already been introduced to three journals because they read the instructions given to the leaders.

refer back to Readings XII through XIV, you will see that Franklin wrote two journals and Back, one. The First Journal deals with the expedition of 1819-20, whereas the Second, deals with that of 1825-27.

Read Excerpt XXV.

Why do you think this reading is included?

The First Expedition of Franklin will be studied later. This question tries to get students to see the plan of attack.

Read Excerpt XXV.

Where did Excerpt XXV take place? Locate the geographic area on a map. Plot the route of the Second Franklin Expedition showing the route taken by the western section which travelled along the coast from the mouth of the Mackenzie River as far as 149 degrees 37' longitude. The eastern party went along the coast to Coppermine and then returned to Fort Franklin.

Between the two parties they covered 1200 miles of coast. This excerpt tells about certain incidents that happened on the western journey.

On this particular mission, of what service had Augustus been to the expedition?

Students will see that Augustus contributed to the safety of the expedition in a very real way.

Read Excerpt XXVI and XXVII. Back had been sent out in 1833 in search of the Rosses. He had wintered at Fort Reliance and then descended the 530 miles to the sea on the Back or Great Fish River.

On a map mark on Fort
Providence and Reliance
and the Great Fish River.

Why is Excerpt XXVI included? Excerpt shows the esteem Augustus was held in.

How does Augustus show his affection for Back? He actually walked from Churchill to Fort Resolution and attempted to get from Fort Resolution to Fort Reliance but became lost.

How does Back show his affection for Augustus? Back's tribute is in the excerpt.

How does the evidence from these excerpts relate with your original hypothesis on the contribution of the Indian and the Eskimo to the success of the expeditions?

Excerpt XXV:

*From John Franklin. Op. cit. Vol. I (p. 38)

First Journal.

Tattannoeuck or the Belly or Augustus joins the First Expedition.

Excerpt XXVI:

*From John Franklin. Second Journal. (pp. 174-181).

Augustus joined the Second Expedition and travelled with Sir John to Fort Franklin in August, 1825. He wintered there and travelled next spring with the Expedition to

the mouth of the Mackenzie, and then went on the western leg of the journey along the Arctic Coast. In this episode Augustus is the sole means of communication with the Eskimo. Some of the coast Indians were bent on pillaging the white party, but the Eskimo warned Augustus, and the party escapes.

Excerpt XXVII:

*From George Back. Op. cit. (pp. 240-243)

The incident takes place at Fort Reliance. Augustus apparently had heard of the Back Expedition so he set out on foot from Churchill to join the party, became lost and evidently died in a snow storm.

LESSON 16. BEAUTIES FOUND: BEAUTIES LOSTSubject Objectives:

1. To understand that it has required great adaptability and inventiveness on the part of the Indian and the Eskimo to cope with their sometimes difficult environment.
2. To understand that often the traveller considered the native as inferior, primitive or lacking in culture and didn't recognize many worthy aspects of those cultures.

Skill Objectives:

1. Analysis of Elements (4.10). To be able to identify the behavior of Green Stockings and her family, and the Dog-Rib Woman and infer motives and personality traits.
2. Derivation of Abstract Relations (5.10). To be able to state an hypothesis regarding the reasons for the failure of the last Franklin Expedition in 1847.
3. Judgments in Terms of External Criteria (6.20).
To be able to evaluate those behavior on which the travellers comment and compare them with the behavior of the travellers themselves.

Material: Excerpts XXVIII, XXIX, and XXX.

Does the story of Augustus provide us with evidence of the help given the travellers by the natives?

This gives students an opportunity to restate their original hypothesis as to the contribution of the Indian and the Eskimo.

Why include excerpts from the two Journals of Franklin and that of Back?

Augustus aided in each of the first two expeditions and was eager to aid in Back's. Also, we get two different men commenting on Augustus and at different times to give the story continuity.

Read Excerpt XXVIII and XXIX.

In what way is the two excerpts, just read, similar to those about Augustus?

Both Back and Franklin tell the story of Greenstockings.

Can you make any inference as to the reason for the misunderstanding over the portrait making and the medicine?

Misunderstandings between cultures because of language and value differences are common. The sick old lady did not understand the motives of Back and did not want to lose her daughter.

If you were selecting these excerpts for this unit, would you have included these two? Why or why not?

Two pictures of Greenstockings are in the Journals. Slides of these pen and ink portraits could be photographed for a later activity in the unit.

What evidence have you, other than mutual recognition, that she was the Greenstockings of Franklin's First Journal?

Greenstockings still shows the family trait of "enjoying her illness".

Read excerpt XXV.

Hearne's party discovered a female "Robinson Crusoe" on its return from Lake Athapuscow to Fort Prince of Wales. The title was arbitrarily chosen. Is it apt?

If one were to compare it with the melancholy state near the end of Excerpt IV in which Richardson and Franklin found themselves, what quality in the Dog-Rib woman becomes apparent?

Some one has said that if you read the First Journal of Franklin, you can almost predict what will happen on his last journey of 1847. What might that prediction be and why would you make it? Hearne had obviously learned the lesson, and a later author by the name of Stefansson wrote a good deal about it. What was the lesson?

Encourage discussion as to whether this is a worthwhile excerpt.

The quality of resourcefulness and ability to improvise and adapt. Students may wish to ask themselves if Franklin had this same quality.

Students may want to hypothesize as to what lesson Franklin had not learned but that Hearne had.

Excerpt XXVIII:

*From John Franklin, First Journal. Vol. I. (pp. 26-7).

Franklin tells of meeting the family of Green Stockings.

Mr. Hood drew her portrait because she was regarded as quite a beauty by her relatives.

Excerpt XXIX:

*From George Back. Op. cit. (pp. 306-7).

Years later, Back again meets the lady and redraws her picture.

Excerpt XXX:

*Samuel Hearne. Op. cit. (pp. 168-172).

On the return from Great Slave Lake, the Expedition meets a Dog-Rib woman who had become lost in an attempt to escape slavery, and who had existed alone and prospered for eight months with only the simplest of resources to supply herself.

LESSON 17. "A PROMISE MADE IS A DEBT UNPAID"

Subject Objectives:

1. To understand that Franklin believed that Akaitcho made certain agreements to provide supplies for his First Expedition.
2. To understand that one of the causes for misunderstanding between Akaitcho and Franklin was probably due to their different cultural backgrounds.

Skill Objectives:

1. Analysis of Argument (4.10). To identify motives of Akaitcho and Franklin and to discriminate between mechanisms of behaviour with reference to individuals and groups.
2. Production of a Unique Communication (5.10). To be able to argue either Akaitcho's case for not going to Coppermine in late August of 1820 or Franklin's case for going.

Material:

Map of the Northwest Territories.

Excerpts XXXI, XXXII, and XXXIII.

You will soon have examined all of the journals in abbreviated form. You have met a series of personalities who were written

Students have examined the journals of Hearne, Mackenzie, and some excerpts from the other three. They have charted the expeditions

about in the journals. It is difficult to understand the shooting of Michel or the death of Hood without understanding the circumstances which occurred before the event. The next readings supply the beginnings of the story and you are introduced to the Copper Indian chief, Akaitcho. The theme of the new story has to do with a promise and whether the promise was kept or not.

Refresh your mind with the instructions given Franklin by rereading Excerpt XII.

By whom was Franklin sent?
In what year was he sent?
What was he supposed to do?

of Hearne, Mackenzie, Back, and the Second Expedition of Franklin. They have read the instructions of the First Franklin Expedition and an excerpt about the death of Michel. Students know the First Expedition almost ended in the death of all members. Who was responsible for this state of affairs?

Franklin was sent out by the British Admiralty in 1819 and he was to travel to Coppermine and chart the Arctic coast to the east.

Read Excerpt XXXI.

Franklin used Fort Chipewyan as his base of operations. Mark this on your map.

What did Franklin request of the Copper Indians?
What was the reply of the chief of the Copper Indians?

Franklin asked for co-operation and the chief welcomed the expedition.

Read Excerpt XXXII.

In Akaitcho's speech, why do you think he mentioned "the great medicine chief"?

Does Akaitcho seem awed by Franklin in this meeting?

In Franklin's speech of reply, what note was he sounding when he said, "...we were sent out by the greatest chief in the world, who was sovereign also of the trading companies in the country."

Students may suggest that Franklin is reverting to the "Great White Father" strategy that was so often used in Eastern Canada. Students should enjoy the clash of minds and they should be reminded that they are getting only one side's view of the argument.

What techniques were used by Franklin and Akaitcho in their speeches?

Akaitcho is very much a match for Franklin in that he can use brusqueness, subtlety, etc. Note that Franklin is not above appealing to the Indian's self interest.

Summarize the "desires of the Great Chief" as enunciated by Franklin.

Students interpret argument. The Great Chief wanted all his people to have availability to goods. He wanted to find out about routes, country and people. He wanted peace restored among all his people.

On this occasion, what contribution to the knowledge of Geography was made by Keskarrah and the elder brother of Akaitcho?

They drew maps for Franklin and discussed the geography of the country.

What was Franklin's appraisal of Akaitcho at this time?

Franklin seemed impressed with Akaitcho. Students should quote from the Excerpt.

Read Excerpt XXXIII.

Mark Fort Enterprise, Fort Chipewyan on the map. Students should also map as much of the route as the excerpt gives.

If insufficient data, students should refer to A Historical Atlas of Canada by D.G. Kerr.

Why did Akaitcho not have the provisions ready for the journey from Fort Providence to the mouth of the Coppermine? Are there exterior forces at work in this situation?

Franklin accuses Akaitcho of changing his mind. Suppose you were Akaitcho, how would you defend yourself against such charges?

Suppose you were Franklin. Present your case.

From this passage, you can make some inferences about Franklin's frame of reference. What attitudes does he exhibit towards the Indians and their customs? Be sure to justify from the readings.

He and his band were in mourning for dead relatives.

Students may suggest that the Indians were following the dictates of their customs. Others may suggest culture as the force.

One half of the class might prepare the Indian point of view, and the other half the Franklin point of view.

Excerpt XXXI:

*From John Franklin. First Journal. (p. 143).

Franklin first hears about and from Akaitcho. He writes a letter to the fur traders on Great Slave Lake from Fort Chipewyan. He requests Akaitcho's help and co-operation. Akaitcho agrees to help the Expedition.

Excerpt XXXII:

*From John Franklin. First Journal. Vol. I.

(pp. 314-323).

Franklin meets Akaitcho for the first time. There is an exchange of intentions with Akaitcho advising Franklin of the best routes to take. The meeting takes place at Fort Resolution.

Excerpt XXXIII:

*From John Franklin. Ibid. (pp. 346-56).

Franklin and party have travelled 553 miles from Fort Chipewyan and are beginning to establish Fort Enterprise up the Yellow Knife River. Franklin is disappointed at the lack of provisions by Akaitcho. Akaitcho is dissatisfied with Franklin's plans for a quick trip to the Coppermine River. The exchange of arguments and the strategies used are interesting to analyze.

LESSON 18. PROMISES! PROMISES!Subject Objectives:

1. To understand the agreements, atmosphere of relations among Indians, Expedition members, and fur trade companies, and conditions under which the First Franklin Expedition set out so as to be able to assess the causes of its almost fatal ending.

Skill Objectives:

1. Analysis of Elements (4.10). To analyze the arguments of Akaitcho and Franklin.
2. Derivation of Abstract Relations (5.30). To generalize about the relations of the trading companies and the British Admiralty.

Materials:

Excerpts XXXIII, XXXIV, XXXV, XXXVI, and XXXVII.

Last class, we were introduced to Akaitcho and the relations between Akaitcho and Franklin as they developed during the fall and winter of 1820 and during the expedition from Fort Chipewyan to Fort Enterprise. Summarize briefly what had happened.

Excerpt XXIV and XXV tell what transpired at Fort Enterprise just before

the expedition was ready to set out for the Coppermine. Read Excerpt XXXIV.

Even if we do not accept the stories the Indians quoted Mr. Weeks as having spread, it is indicative of forces which were operative or apparent in the situation. What, in your opinion, was this force?

Read Excerpt XXXV.

Find evidence that Akaitcho was well aware of the political atmosphere.

Why did Akaitcho press Franklin about who was to come in the great ships when a passage was found?

What arguments and happenings forced Akaitcho to change his opinion and finally agree to go with Franklin to Coppermine?

Akaitcho seems to be a good strategist. What techniques does he employ in his argument in this Excerpt?

Read Excerpt XXXVI.

Rivalry between the North West Company and the Hudson's Bay Company was at its climax. Both companies seemed to resent what they considered an intrusion by the British Admiralty.

"It appears as if both the Companies consider your party as a third company, hostile to their interests, and that neither of them will pay the notes you give to the Indians."

Akaitcho.

This is evidence of Akaitcho's ability to look into the future, to pose a hypothetical question, and to look after the interests of his people.

Students should summarize these arguments and events.

This requires students to analyze his speeches and infer his motives.

What promise did Franklin think he extracted from Akaitcho before Franklin left Fort Enterprise?

Students should quote.

Read Excerpt XXXVII.

What further reminders does Franklin say were given to Mr. Wentzel and the Indians?

Students should again quote.

Hypothesize as to whether or not Akaitcho made a promise to supply provisions. Form groups. Write down your common hypothesis on a transparency and underneath put down in point form the evidence you would use to justify this hypothesis.

Excerpt XXXIV:

*From John Franklin. First Journal. Vol. II.

(pp. 22-3).

The quick expedition to the source of the Coppermine River has been made, and the party has returned. News from Fort Providence shows that the fur trade company employees are stirring trouble. Akaitcho is worried about his just rewards.

Excerpt XXXV:

*From John Franklin. Ibid. (pp. 100-110).

The winter passed with many hardships. Akaitcho makes a visit to the Fort and complains of treatment. After

a difference of opinion, Akaitcho finally agrees to conduct the party and to supply the provisions for the trek to the Arctic.

Excerpt XXXVI:

*From John Franklin. Ibid. (pp. 117-118)

The episode takes place just as the party were leaving Fort Enterprise for the Coppermine. Akaitcho was told again about deposition of provisions in preparation for the return of the party from Coppermine at Enterprise. Akaitcho is finally convinced that Franklin has no goods at present to give him and his people.

Excerpt XXXVII:

*From John Franklin. Ibid. (pp. 356-360).

The Coppermine river was reached on June 28. The river was extremely difficult to navigate and some 334 miles were traversed to its mouth. On July 18, the Indians returned homeward and this excerpt details Franklin's instructions to Mr. Wentzel and Akaitcho for the provision of supplies for the return journey.

LESSONS 19 and 20. A RACE WITH DEATHSubject Objectives:

1. To understand that the First Franklin Expedition of 1820-21 could be termed "disastrous" because of a multiplicity of causes.

Skill Objectives:

1. Derivation of Abstract Relations (5.30). To hypothesize about the causes for the failure of the First Franklin Expedition.
2. Judgments In Terms of External Criteria (6.20). To analyze a situation to find alternative courses of action, to extrapolate the consequences for each, and to judge which course of action would be most successful in light of the circumstances.

Material:

Excerpt XXXVIII through XLVIII.

Last lesson, you made an hypothesis as to the existence or not of a promise by Akaitcho to provide provisions at Fort Enterprise. You were to list evidence as to why you believed or didn't believe a promise existed.

Class as a whole should review the hypotheses made by the groups. Dissenters may also frame hypotheses.

The next two lessons should help us to determine if promises made were kept or

if there were no promises,
why misunderstandings
existed between Akaitcho
and Franklin.

After weighing the various
alternatives and their
consequences in one of
Excerpts XXXVIII through
XLIII, what decisions
should a commander take?

Divide the class into 5
groups, one for each
decision. Each group
will be provided with a
blank transparency on
which they can record
their choice of alterna-
tives, consequences, and
decisions. The readings
themselves explain what
the student must do.

Read Excerpts XLIV through
XLVIII.

Make an hypothesis as to
the factors that caused
this first expedition to
be termed as disastrous.

FOR EXCERPT XXXVIII THROUGH TO XLIII

(A number of decisions had to be made at different
points of the return journey of the First Franklin
Expedition. Put yourself in the position of Franklin.
First, note the alternatives open to Franklin, and then
trace out the probable consequences. The first deci-
sion is done in the manner that the other decisions
should be attacked. Review it critically and then do
the readings for your assigned situation so that you
can analyze it and come to a decision. Compare the

decision you made with the one Franklin made by reading the Excerpt which immediately follows.)

Excerpt XXXVIII:

*From John Franklin. First Journal. Vol. II.

(p. 228 - first paragraph only.)

Franklin has the problem of pushing on in his coastal discoveries or of returning to Fort Enterprise.

(If you were the commander of this Expedition, what alternatives do you consider yourself to have? What would be the consequences of each? Which alternatives would you choose?

Alternatives

Consequences

1. You could go on to Repulse Bay.

(a) You may meet the Eskimo with whom you can winter.

(b) You may meet H.M.S. "Blossom".

(c) You may perish on the coast by meeting neither.

2. You could return to Fort Enterprise.

(a) You still have time to get to Fort Enterprise before winter sets in.

(b) You will have to cross the Barrens perhaps without canoes.

My decision would be to choose alternative 2.)

Excerpt XXXIX.

*From John Franklin. Ibid. (pp. 228-229), 231 and first paragraph on p. 232), (p. 233 last paragraph), (p. 263-269 omitting entry for September 15), and (pp. 272-290 to the phrase..."attempting the execution of his generous task.")

The men began the homeward journey. They crossed Bathurst Inlet and got onto the Barrens. They supped off tripe de roche. The canoe was unfortunately broken. They finally came to a body of water which they had to cross but they had no canoe. They built a raft of willows but the current was too strong. Richardson offered and tried to swim across with a line but he narrowly escaped drowning.

Student Assignment:

If you were Franklin, what alternatives do you have now? What are the consequences of each? What decision would you make?

Excerpt XL:

*From John Franklin. Ibid. (pp. 290 to 300 to the phrase..."...Something, however, was absolutely necessary to be done and the officers were consulted on the subject.")

The party got across the river on the willow raft but they were in very feeble condition. Credit and Valliant were left on the trail. Some of the men were rebellious and Hood was too weak to go much farther.

Student Assignment:

If you were Franklin and his officers...etc.

Excerpt XLI:

*From John Franklin. Ibid. (pp. 300-312 to the phrase "...and that the only relief for them must be from the Indians.")

Hood and Richardson proposed to stay behind and the remainder of the party would go on. After Franklin resumed the march, Belanger and Michel wanted to go back to where Hood was and they were allowed to do this. After much hardship, the Franklin party reached Fort Enterprise but they found no provisions.

Student Assignment:

If you were the commander then...

Excerpt XLII:

*From John Franklin. Ibid. (pp. 312-320 to the phrase "...and in the attempt I became quite exhausted.")
Back had been to the Fort and left. There was absolutely no food. Many of the party were unable to travel so Franklin, Benoit and Augustus set out to seek help but

Franklin broke a snow shoe.

Student Assignment:

If you were the commander, what...

Excerpt XLIII:

*From John Franklin. Ibid. (pp. 320 to 327 and 361-2)

Franklin returned to Fort Enterprise and the remaining party were at death's door when the Indians arrived.

Student Assignment:

If you were Franklin, what questions would you want to ask
(1) Akaitcho? (2) Mr. Wentzel?

Excerpt XLIV:

*From John Franklin. Ibid. (pp. 366-371).

By now the rival fur companies had united. The Indians were disappointed that the goods they had been promised had not yet arrived but were sympathetic with the great suffering the members of the Expedition had undergone. Last meetings with Akaitcho and Mr. Weeks were held.

Excerpt XLV:

*From John Franklin. Ibid. (pp. 396-398).

The excerpt consists of a letter to Franklin from Mr. Wentzel explaining the behavior of the Indians and his own.

Excerpt XLVI:

*From George Back. Op. cit. (p. 207).

Back wintered at Fort Reliance in 1833. Conditions were terrible but he mentions Akaitcho.

Excerpt XLVII:

*From George Back. Ibid. (pp. 231-2).

Back comments on the friendship and contribution of Akaitcho.

Excerpt XLVIII:

*From George Back. Ibid. (pp. 311-315).

This is the last sight in history that we catch of Akaitcho.

LESSON 21. OBJECTIVE EXAMINATION

DO NOT WRITE ON THIS EXAMINATION SHEET. AN ANSWER SHEET HAS BEEN PROVIDED.

This objective examination will last forty minutes. For each question, choose the best of the four suggested answers. After you decide which answer is best, mark an X through the letter on the answer sheet. Give only one answer to each question; no credit will be given for multiple answers.

Example:

Question Sheet

1. Which town is very close to the Alberta border?

- | | |
|-----------------|----------------|
| A. Hay River | C. Fort Smith |
| B. Fort Simpson | D. Yellowknife |

Answer Sheet

1. A B X D

If you do not know the answer to a question, go on to the next one, and then return to the questions you have left blank. If you are able to eliminate one of the five or four answers as certainly wrong, it will pay you to guess among the other three.

1. Which of the following questions would you ask to begin validating the hypothesis, "The first white man on the Athabasca River was Peter Pond."?

- A. Who was Peter Pond?
- B. Who did Peter Pond represent?
- *C. What white men were reported to have been in the area?
- D. When was Peter Pond in the area?

2. "Indian economic life was fast changing due to the new materials of trade being introduced in the Northwest Territories in the 18th and 19th century."

Which of the following sources would provide the best

evidence for justifying the hypothesis stated above?

- A. A Canadian History text-book.
- B. An article in the Historical Review.
- C. A book about Indian life of the period.
- *D. A collection of articles written by witnesses of Indian life of the period.

3. Alexander Mackenzie did not claim that:

- A. He was the first white man to see the Arctic Ocean in the area of the "Great River" system.
- *B. He was the first white man to visit Great Bear Lake.
- C. A north west passage below $69\frac{1}{2}$ degrees of latitude was impossible.
- D. A north west passage is impracticable.

4. I. Matonabee knew the country from Fort Prince of Wales to Coppermine and Lake Athapuscow because he had travelled the area widely.
- II. Matonabee knew the various peoples who inhabited the region described in I and could usually converse with them.
- III. Matonabee knew how to survive and travel in the region described in I.
- IV. Matonabee kept his word, says Hearne, as few other men of the region did.

The hypothesis formulated from the above statements and in line with what we have been discussing in this unit would deal with:

- *A. Matonabee's usefulness to the Hearne Expedition.
- B. Matonabee's diverse activities.
- C. Matonabee's good qualities.
- D. The uniqueness of Matonabee.

5. One of the following statements could not be used to support the hypothesis that Matonabee made a unique contribution to the Third Hearne Expedition by having good relations with the following people:

- A. Matonabee at one time visited and had friendly relations for a short time only with the Eskimo.
- B. Matonabee at one time lived with and had

friendly relations with the Athapuscow Indians.

- C. Matonabee at one time visited and had friendly relations with the Copper Indians.
- *D. Matonabee at one time visited and had friendly relations with the Loucheux Indians.

6. If you formed your hypothesis in question 6, then which of the following statements would not provide warrant for your hypothesis?

- A. Matonabee had involvements with the Athapuscow Indians and this made movements by the expedition through their country relatively easy.
- *B. Since Matonabee was chief of all the Chipewyans, his word commanded the respect of all who followed him.
- C. Since Matonabee had good relations with the Copper Indians, the party could move in their country with relative ease.
- D. Since Matonabee had many wives and relatives and since Hearne was a friend of Matonabee, it meant that Hearne had many friends among the Chipewyan.

7. In 1747-8, Arthur Dobbs, British member of parliament, launched an attack on the Hudson's Bay Company. George Bryce summed up Dobbs' charges in his Remarkable History of the Hudson's Bay Company in the following way:

- I. The Company had not discovered, nor sufficiently attempted to discover; the North West Passage into the southern seas.
- II. They had not extended their settlements to the limits given by the Charter.
- III. They had designedly confined their trade within narrow limits.
- IV. They had abused the Indians.
- V. They had neglected their forts.
- VI. They had ill treated their own servants.
- VII. They had encouraged the French.

In order to meet this rising tide of criticism, Moses Norton sent Hearne on his expeditions. Which of the criticisms did Moses hope that Hearne by his expedition would refute?

- A. I, II and III.
 - B. IV, and V.
 - *C. I and III.
 - D. VI and VII.
8. Hearne's description of the death of Mary Norton reminds us of which of the following problems in current times?
- A. Problem of equality for all peoples of the north.
 - B. Problems of welfare.
 - C. Problems of justice.
 - *D. Problem of education for the realities of life.
9. Probably Moses Norton's greatest contribution to the Hearne expedition was:
- A. The provision of Conne-e-queese as guide.
 - B. The provision of Chawchinaha as a guide.
 - C. The provision of Home Guard Indians as servants of the expedition.
 - *D. The arrangements he made with Matonabee to serve as guide.
10. Hearne, in his Journal, comments on problems that existed in the north in his day. Some of the problems are still apparent today. On which of the following did Hearne comment?
- A. Status of women.
 - B. The up-bringing of children of mixed marriages.
 - C. Relations between ethnic groups.
 - *D. All of A, B and C.
 - E. None of A, B, and C.

Match the letter beside the explorer's name and expedition with the number of that statement which best describes the route taken by the expedition. This is for questions from 11 through 17.

- A. Franklin First Expedition.
- B. Franklin Second Expedition.
- C. Hearne Third Expedition.
- D. Hearne Second Expedition.
- E. Mackenzie Expedition.
- F. Back Expedition.
- G. Hearne First Expedition.

11. The trip was from Great Slave Lake to the Coppermine River down to the polar sea.
12. The expedition descended the Mackenzie River and split into two parties, the western going to 160 miles from Point Barrow, and the eastern going to Coppermine.
13. From Great Slave Lake, the expedition descended the Great Fish River.
14. From Great Slave Lake, the expedition descended the Mackenzie to the Arctic Ocean.
15. The expedition travelled 200 miles inland from Fort Prince of Wales.
16. The expedition travelled in a triangular route which included the mouth of the Churchill River, Dubawnt Lake and Chesterfield Inlet.
17. The expedition travelled from Fort Prince of Wales to the Coppermine River, back to Great Slave Lake and return to the Fort.

KEY: 11. A. 12. B. 13. F. 14. E. 15. G. 16. D. 17. C.

For questions 18 through 22, match the letter giving the name of the Fort with the number of the statement which best describes the Fort's location.

- A. Fort Enterprise.
 - B. Fort Reliance.
 - C. Fort Resolution.
 - D. Fort Franklin.
 - E. Fort Chipewyan.
18. Was situated at the juncture of Great Bear Lake and Great Bear River.
 19. Was situated at the eastern end of Great Slave Lake.
 20. Was situated at the western end of Lake Athabasca.
 21. Was situated on the southern shore of Great Slave Lake.

22. Was situated near the headwaters of the Coppermine.

KEY: 18. D. 19. B. 20. E. 21. C. 22. A.

Choose the correct response and place its letter on the answer sheet.

23. Which of the following is not a fair evaluation of the work of Augustus?

- A. Since none of the western portion of the party of the Second Franklin Expedition spoke Eskimo, Augustus was the sole means of oral communication with the Eskimo.
- *B. Augustus was a source of irritation in the relations between Franklin and Akaitcho, because Akaitcho distrusted and was jealous of the Eskimo.
- C. Augustus was enthusiastic and loyal in his service to all Franklin expeditions studied in this unit.
- D. Augustus, by his actions, served notice that he wanted to be a loyal and enthusiastic servant of the Back expedition.

24. "Augustus contributed immeasurably to the success of the First and Second Franklin Expeditions." You could support this hypothesis by all but one of the following statements of evidence in the Franklin Journals. Which statement does not provide evidence?

- A. He was a loyal and dependable servant even when it came to a contest of loyalties to his own people and to the expedition.
- B. He had good knowledge of Eskimo culture and language which served the Franklin Expeditions on many occasions.
- C. He had good knowledge of how to survive in the difficult Arctic environment. He, thus, provided the expedition with valuable advice.
- *D. He had intimate knowledge of the country passed over by the expedition and he passed this information on to Franklin.

25. On the basis of your readings in the Journals, the commander of an expedition who expressed the most appreciation for Indian foods was:
- *A. Hearne.
 - B. Mackenzie.
 - C. Franklin.
 - D. Back.
26. On the basis of your readings in the journals, the author who complained the most of the heartlessness of the Chipewyans was:
- A. Mackenzie.
 - *B. Hearne.
 - C. Back.
 - D. Franklin.
27. On the basis of your readings in the Journals, the author who commended the Copper Indians for their pity towards the privations of an expedition was:
- A. Hearne.
 - B. Mackenzie.
 - C. Back.
 - *D. Franklin.
28. "In order to understand Hearne's achievement it is necessary to remember that Churchill stood on the dividing margin between the forest belt and the barrens. A line drawn from the mouth of the Churchill north-west to the Mackenzie delta, with slight bulges to the north-west for the basins of Great Slave, indicates approximately the northern limit of the forests. 'And to the Eastward of the woods,' (Hearne wrote) 'on the barren grounds, whether hills or vallies, there is a total want of herbage except moss, on which the deer feed.' The surface is rough and broken, sometimes with rocky hills, and often strewn with boulders. The northern tundra is rather better watered than the slight precipitation would suggest, but the streams, when open, are too shallow and rocky to be navigable for far. The maintenace of human life in its wastes depended on unceasing vigilance and skill in living off the scattered game, notably herds of caribou and musk oxen. It

was much more difficult than living off the buffalo because of the migrations of these animals, but the Chipewyans and other Athapaskans could manage it, as the Eskimos, their successors do today. They had to do so, increasingly, for the Crees were steadily pushing them out of the more bountiful forests..." Professor Brebner, in Explorers of North America.

If we accept this description, then we can conclude all but one of the following: Which statement does not belong?

- A. Hearne could never have kept himself alive by his own resources.
 - B. Hearne could only have been guided and supported by the Indians.
 - C. In comparison with the route taken by Mackenzie, Hearne's was the much more hazardous.
 - *D. In comparison to the expeditions of Back, Mackenzie, and Franklin, Hearne's expedition was by far the least expensive and prepared for.
29. That quality that so impressed Hearne about the Dog-Rib woman who lived alone for eight or nine months, was her:
- A. Loyalty.
 - *B. Resourcefulness.
 - C. Self-confidence.
 - D. Beauty.
30. We know that the Third and last Franklin Expedition of 1845 ended in failure and the death of the whole party. From reading parts of Franklin's Journal of the First and Second Expeditions, we can infer that the fatal flaw in his approach to all his expeditions was:
- *A. His inability to travel and live as the natives did.
 - B. His arrogant self-confidence.
 - C. His inability to take advice.
 - D. His desire to outdo the achievements of others.
31. I. "The poor woman's relation of this shocking story, which she delivered in a very affecting manner, only excited laughter among the savages of my

party."

- II. "We took occasion to speak to them respecting the Supreme Being, who ordered all the operations of nature and to impress on their minds the necessity of paying strict attention to their moral duties, in obedience to His will."

Both authors are exhibiting their:

- A. Prejudice.
- *B. Frame of reference.
- C. Disgust.
- D. Religious ideas.

32. Franklin wanted to visit the Coppermine River in late August of 1820 whereas Akaitcho did not want to provide provisions and men on this occasion. Which combination of arguments represent the views of the two?

- A. Franklin wanted to establish a Fort on the Coppermine whereas Akaitcho knew provisions could not be obtained there.
- B. Franklin wanted to establish a post on the Coppermine River whereas Akaitcho wanted one nearer to Fort Providence.
- C. Franklin wanted to establish a post on the Arctic Ocean so that he could survey it during the winter time whereas Akaitcho knew that provisions could not be obtained because the caribou had left for the tree line.
- *D. Franklin wanted to reach the Coppermine River so that he could plan next year's expedition whereas Akaitcho thought that the risk of getting provisions at this time of year was too great.

33. "On the morning of the 25th (of August)...Akaitcho arrived with his party, and we were greatly disappointed at finding they had stored up only fifteen reindeer for us. St. Germain informed us, that having heard of the death of the Chief's brother-in-law, they had spent several days in bewailing his loss, instead of hunting."

You can not make one of the following inferences from this quote. Which inference can't you make?

- A. Franklin is disappointed at the lack of provisions.
- B. The party requires many more than fifteen deer for supplies.
- C. Franklin does not appreciate the Copper Indian tradition of mourning the dead.
- *D. Akaitcho does not intend to go to the Coppermine River at this time.

34. Which reason did Akaitcho not use in order to argue that a trip to the mouth of the Coppermine River in 1820 was impossible?

- *A. The most knowledgeable guides were not available at this time.
- B. The season was already far advanced and winter was near.
- C. The caribou would have already left the coast.
- D. The Indians had to prepare clothing for the winter season.

35. There was room for misunderstanding between Franklin and Akaitcho about promises made on the First Expedition and this was due to:

- A. Communications had to be maintained through interpreters.
- B. Each was not fully aware of the whole situation.
- C. Both had a different frame of reference.
- *D. All of A, B, and C.
- E. None of A, B, and C.

36. "There are too few goods for me to distribute, those that mean to follow the white people to the sea may take them."

Who made the above statement and to whom?

- A. Akaitcho to Back on the way down the Great Fish River.
- B. Matonabee to Hearne on his Third Expedition.
- C. English Chief to Mackenzie on their way down the Mackenzie River.
- *D. Akaitcho to Franklin on the First Expedition.

37. Which generalization is most accurate in describing relations between the trading companies in the area and the British Admiralty at the time of the First Franklin Expedition?
- A. The companies formally protested against Admiralty intrusion into what they considered their affairs.
 - B. The North West Company was friendly with Franklin but the Hudson's Bay Company was hostile.
 - *C. While outwardly proffering help and co-operation, the trading companies viewed such expeditions with suspicion.
 - D. The Hudson's Bay Company was friendly while the North West Company was hostile.
38. Which of the following caused the most trouble to the First Franklin Expedition?
- *A. Disagreements between the Indians on the one hand and the expedition on the other over provisioning and timing of the expedition.
 - B. Suspicion of the Expedition on the part of the fur trade companies.
 - C. Bitter rivalry between the two fur trade companies.
 - D. Jealousy between Akaitcho and the Hook.
39. The First Franklin Expedition could be termed "disastrous" because:
- A. It accomplished little in the way of extending geographic knowledge.
 - B. It led to bitter hostility between the expedition members and the Indians.
 - C. It provoked bitter rivalry between the fur trading companies.
 - *D. It ended in hardship, privation and even death for some Indians and members of the expedition.

40. Which of the following did not contribute to the failure of the First Franklin Expedition?
- A. Misunderstanding between the Indians and members of the expedition.
 - B. Misunderstanding between the fur trade employees and members of the expedition.
 - C. Misunderstanding among the Indians.
 - *D. Misunderstanding among the members of the expedition.
41. You are the commander of the Franklin Expedition on the Barrens. You have in your party good seamen, a doctor, a navigator plus Indians. Your party is completely out of food and winter has set in. Your destination is south. Which piece of advice would you take as to your next move?
- A. The navigator suggests moving south so as to be closer to your home base.
 - B. The doctor advises against any movement because party's members are too debilitated.
 - *C. The Indians suggest moving westward to be in line with the caribou's migration.
 - D. The seamen suggest movement to a line of rivers for easier transport.

LESSON 22. STORIES THE INDIANS TOLDSubject Objectives:

1. To understand that in order to see why people behave as they do, one must know how they think.
2. To understand that one way to find out the way a people think is to examine their attempts to explain certain persisting questions.
3. To understand that there are certain persisting questions that all societies have asked and that the Indian stories were attempts to answer these same persisting questions.

Skill Objectives:

1. The Production of a Unique Communication. (5.10).
To write stories students have heard orally from their own communities.
2. Derivation of an Hypothesis. (5.30). To formulate an hypothesis as to why people tell stories for which there can be little supporting evidence.

Material: Excerpt L.

You've now covered 2 of 3 parts of the unit. What seems to be the strategy in the first two parts of the unit?

Students may suggest that the first part discussed the nature of history and the work of the historian. In the second part they were introduced to the journals.

Of what significance is the title of the unit "Facing the Elements"?

Students should realize that the title is to mean many things more than facing privation on the Barrens. Perhaps they will suggest that it is difficult to face the elements unless one is completely prepared. Does history help one to face the elements?

We've discussed history, and the journals, what should the third part of the unit discuss?

Perhaps students will reply-something useful. This leads to a discussion of people.

Why did Duane begin his outlandish hypothesizing in the play "Crucial Spitball"?

Hopefully students will remember that the play was about a boy with a problem.

Is this quality of hypothesizing or story telling or fantasizing a common characteristic to mankind?

Discussion will probably lead to a conclusion that whenever men are faced by problems they do begin hypothesizing.

Here are some stories Indians told the authors of the Journals. As you begin to read the stories what analytical questions can you ask of them?

Some students may suggest: (1) Are the stories different from those stories told by people of other societies? (2) What stories that the student already knows are equivalent to these stories?

Have students read Excerpt L.

Why is there so much similarity between these stories and those told by people of other civilizations?

What questions seem to persist and bother mankind through all periods in history?

There seem to be certain persisting questions which all people ask.

ASSIGNMENT: Briefly write a story that you have heard northern Indians or Eskimo tell which could be put in the same category as these stories.

YOU MAY WANT TO READ OTHER STORIES FOUND IN THE JOURNALS:

Franklin First Journal (pp. 226-229) The Story of the Copper Mine.

Back's Journal. (pp. 167-170). "The Rat and the Beaver."

Back's Diary. (pp. 211-213). "The Absence of the Deer."

Hearne. (p. 219). "Mother of the World."

Excerpt L:

*From John Franklin. Second Journal. (p. 291-294).

Franklin requested Dease to ask some of the old men of the Dog-Rib about their beliefs and reports responses. The Excerpt contains statements about their concept of the first man (Chapewee), the creation of children and animals, how evil originated, of a flood and a canoe filled with animals, of the formation of the earth, lakes and rivers, of the beginnings of death and conjuring and the origination of the Dog-Rib.

LESSON 23. SPEECH - CHARACTER REVEALED?

Subject Objectives:

1. To understand that the historian accepts and uses the tools of the social scientist where those tools help him to tell a more accurate story.
2. To understand that by examining a language you can determine the types of thought that are going on in the mind of a group.

Skill Objectives:

1. Derivation of Abstract Relations (5.30). To develop an hypothesis that linguists can determine how and what people think by studying a language.
2. Judgment in Terms of External Criteria (6.20). To determine how accurate Mackenzie was in writing down words and phrases from the Chipewyan language and to understand the difficulties in so doing.

Material: Excerpt LI.

The stories a people tell give us a clue as to the way a people live. What term could we use to identify the "way of life of a people"?

Does every people have a way of life?

What is meant by the term

Students' attention is now being directed to the term "culture."

Students should discuss and will probably come to agreement that every people has a culture.

"culturally deprived"? What do people mean when they use the term?

They might suggest "culturally different" as a better term.

Is there a better term?

Could the historian if he wanted to be accurate, disregard culture?

If we are examining the contributions of the indigenous people of the Northwest Territories, as historians, can we neglect culture?

Verne S. Sweedlum and Golda M. Crawford in the book, Man In Society, say that all people have a culture - a way of life which they follow. Cultures vary, says Sweedlum, but there is a similarity of pattern. The authors point out that Clark Wessler, an American anthropologist, finds that all past and present groups studied have certain needs and functions that seem to be universal. A summary of Wessler's classification follows:

- "(1) Speech, including language and writing.
- (2) Material traits - objects and the skills pertaining to them such as food and food habits, shelter, occupation, transportation, dress, tools and weapons.
- (3) Art...
- (4) Mythology and scientific knowledge.
- (5) Religious practices.

- (6) Family and social systems, which includes forms of marriage, inheritance, social control, and sports and games.
- (7) Property...
- (8) Governmental, political and judicial and legal procedures.
- (9) War."

The excerpts which follow have been selected according to this classification.

This approach is one which an historian might adopt. Of what approach is this illustrative?

It is hoped that the student will suggest that the historian borrows from other disciplines when they reveal relevant material about people.

Examine Excerpt LI in which Mackenzie records some examples of the "Chipewyan Tongue".

After you have looked over the excerpt, discuss:

(a) The methods probably used by Mackenzie to record these words.

(b) What methods do modern students of language use?

(c) What observations can you make about the language and its structure?

(d) Hypothesize as to Mackenzie's basis for the selection of words.

(e) How accurately has he written down the words?

(f) Note the counting. Could

you predict what "thirty" would be?

(g) From this small sample, obviously, what number base is the Chipewyan counting based upon?

(h) What number base is used in the "New Math"?

(i) If this be true, should Indians and Eskimo have trouble with the new Math?

What generalizations could you make about the people from this small sample of words?

Some linguists are trying to transcribe the Dog-Rib language at Lac La Martre. Get class members who are Eskimo to show their system of transcribing. Invite resource personnel who have experience in this line of work to visit your class. Remember the north is an Anthropologist's paradise!

Excerpt LI:

*From Alexander Mackenzie. Op. cit. (pp. clxxxvii - cxci).

The excerpt contains a list of common words which Mackenzie collected as a result of his experiences with the Chipewyan.

LESSON 24. MATERIAL TRAITS OF THE NORTHERN INDIANSSubject Objectives:

1. To understand that the Chipewyan and related bands of Indians adapted their material traits to the environment in which they lived.

Skill Objectives:

1. Derivation of Abstract Relations (5.30). To make generalizations on the adaptability and resourcefulness of the Chipewyan and related Indians to adapt their material traits so that they could live in their environment.

Material: Excerpts LII through LIX.

Last lesson we accepted the classification of needs and functions for all cultures past and present as expressed by Sweedlun and Crawford. One of the categories was material traits.

Divide the class into five groups: A, B, C, D, and E. Each group will take a topic under material traits.

For "Food", group A should read Excerpt LII.

For "Clothing", group B should read Excerpt LIII and LIV.

For "Transport", group C should read Excerpts LV and LVI.

For "Hunting", group D should read LVII.

For "Tools and Weapons",
group E should read Excerpts
LVIII and LIX.

Each group should be prepared
to report on the following
questions:

How had the Indians adapted
their environment in order
to face the elements?

What adjectives would your
group use to describe the
adaptations made?

If the descendants of these
people were to have the same
qualities, would this be of
help in the present problems
of the NWT?

In plenary session, one member
of each group should report
their answers to the above
questions

Is there any similarity in
the answers given by the
groups to the last two
questions?

Groups should construct
generalizations in the
area in which they do
their readings.

Class should construct
overall generalizations
that apply to as many areas
of investigation by the
groups as possible.

Student Readings:

Excerpt LII:

*From Samuel Hearne. Op. cit. (pp. 203-205).

Hearne speaks of methods of cooking, of boiling food in
birch rind pots, of cooked reindeer stomach and its prepara-
tion.

Excerpt LIII:

*From Samuel Hearne. Ibid. (p. 209).

Clothing and animals that live therein are described.

Excerpt LIV:

*From Samuel Hearne. Ibid. (p. 127).

Construction of clothing and the usefulness of various parts of the deer are described.

Excerpt LV:

*From Samuel Hearne. Ibid. (pp. 208-209).

Portmanteau and the sledge construction are described. Hearne speaks of a collar which could not be improved by the "most ingenious collar maker in the world."

Excerpt LVI:

*From Samuel Hearne. Ibid. (pp. 62-3).

Hearne speaks of the adaptation that the Northern Indians make in the construction of their canoes, of the tools that are used and generally admires the ingenuity of the canoes' construction.

Excerpt LVII:

*From Samuel Hearne. Ibid. (pp. 206-7).

The hunting of the deer is described. Again the ingenuity of the Indians and their resourcefulness in utilizing materials at hand are stressed.

Excerpt LVIII:

*From Samuel Hearne. Ibid. (p. 206).

Excerpt deals with weapons.

Excerpt LIX:

*From Alexander Mackenzie. Op. cit. (p. clxxxiii).

Mackenzie deals not only with weapons but with worked marble and the making of calumets.

LESSON 25. CAN YOU MAKE IT MAKE SENSE?Subject Objective:

To understand that every human cultural system is logical and coherent in its own terms, given a description of the physical, social and ideological environment.

Skill Objective:

Production of a Unique Communication (5.30). To formulate a generalization by taking a behavior which the student thinks to be strange by his own values and he explains it in terms of the existing physical, social and ideological environment.

Material:

Excerpts LX through LXXIII.

In the last lesson we dealt with the material traits. In this lesson we will deal with some social and ideological aspects.

In the readings, often the people behave differently from the way we would today. The behavior may even seem to be inexplicable, illogical, unbelievable, or mysterious or all of these.

Divide the class into six groups, A, B, C, D, E, and F. Have the groups do the following readings on subjects: Group A should read Excerpts LX, LXXI, and LXXII. This is a smaller amount of reading and deals with Art and Amusement.

Group B deals with Knowledge. The group should read Excerpt LXI. There is a moderate amount of reading here.

Group C deals with Reli-

Your task is to:

- (1) Identify a behavior which to you seems strange.
- (2) Describe briefly the behavior.
- (3) Make sense out of the behavior, practice, custom, or belief by describing it in the frame of reference of an Indian of that day.

gion and should read Excerpts LXII and LXIII.

Group D deals with the status of women in the Indian Family and Social System. This group should read Excerpts LXIV through LXVI. This is the heaviest amount of reading.

Group E deals with the status of children in Indian Society and should read Excerpts LXCI, LXVII and LXVIII.

Group F deals with Indian Welfare and this group should read Excerpt LXIX and LXX.

Write a three paragraph explanation during this class period or for home-work based on your reading. The finished product will be read in class in the next lesson period.

Individuals in any one group have the same reading assignment. No discussion need take place.

Student Readings:

Excerpt LX:

*From John Franklin. First Journal. Vol. I. (p. 81).

Franklin calls the Dog-Rib the dancing masters of the area and describes the dance.

Excerpt LXI:

*From Samuel Hearne. Op. cit. (pp. 123-126).

Hearne describes the practice of conjuring, the remedies used, and the swallowing of a bayonet by one conjurer in the performing of a "cure".

Excerpt LXII:

*From John Franklin. First Journal. Vol. I. (pp. 256-7).

The prayers of the Chipewyan are described.

Excerpt LXIII:

*From Alexander Mackenzie. Op. cit. (p. clxxiv).

Views of the Chipewyan of an after death, of paradise, of transmigration of the soul are examined.

Excerpt LXIV:

*From Samuel Hearne. Op. cit. (pp. 67-9).

Wrestling for wives or property is described. The rules of the contest and the status of woman is commented on.

Excerpt LXV:

*From Samuel Hearne. Op. cit. (pp. 56-7).

Matonabbee's wives are described and the concept of beauty in women held by the Chipewyan are examined. Hearne describes how women are controlled, chosen and treated.

Excerpt LXVI:

*From Samuel Hearne. Ibid. (pp. 200-1).

Hearne describes marriage, divorce and the up-bringing of children.

Excerpt LXVII:

*From Samuel Hearne. Ibid. (p. 201).

Hearne describes birth and early childhood among the Chipewyan.

Excerpt LXVIII:

*From John Franklin. First Journal. Vol. I. (pp. 244-5).

Franklin tells a story about a man whose wife died in childbirth and how the man brought up the infant by feeding it from his own breast. Franklin tells the story to illustrate the great affection for children on the part of the Chipewyan.

Excerpt LXIX:

*From Samuel Hearne. Op. cit. (p. 221).

Old age and the attitude towards it is described.

Excerpt LXX:

*From Samuel Hearne. Ibid. (pp. 216-8).

Beliefs about death, hatred of the Eskimo, practices of mourning and burying the dead are discussed.

Excerpt LXXI:

*From Samuel Hearne. Ibid. (p. 214).

Gambling and a game very much like Button-Button - Who Has the Button, is described.

Excerpt LXXII:

*From Alexander Mackenzie. Op. cit. (p. clxxxv).

Types of recreations practiced by the Chipewyan are listed.

Excerpt LXXIII:

*From Samuel Hearne. Op. cit. (p. 69).

The Chipewyan attitude towards property is commented on.

OTHER EXCERPTS WHICH STUDENTS COULD INVESTIGATE:

- (1) "A short description of the Northern Indians". Hearne.
(p. 197).
- (2) "A description of the traits of the Chipewyans" by
Mackenzie (pp. clxxv - clxxxv).
- (3) "A comment of the Chipewyan". by Franklin. First Journal.
Vol. I. (pp. 242-4).
- (4) "Habitation" by Hearne. (pp. 207-8).
- (5) "Hunting the Reindeer". Franklin. First Journal. (pp. 8-
11).
- (6) "Malady and Medicine". Mackenzie. (p. clxxxix).
- (7) "Disorders" by Hearne. (p. 216).
- (8) "Treating Patients". Franklin. First Journal. Vol. I.
(p. 246).
- (9) "Treatment of the Sick" by Hearne. (pp. 138-143).
- (10) "Religion." Franklin. First Journal. Vol. II. (pp. 77-8).
- (11) "Repentence". Hearne. (p. 133).

- (12) "Religion". Hearne. (p. 220).
- (13) "Plurality of Wives and Their Virtue". Hearne. (pp. 80-4).
- (14) "Childbirth among Northern Women". Hearne. (pp. 58-9).
- (15) "Genocide". Hearne. (p. 131).
- (16) "Abandonment, Mourning and Cannibalism". Mackenzie.
(pp. clxxxvi - vii).
- (17) "Barbarous Atrocities". Back. (pp. 226-30).
- (18) "Exposure of a Twelve Year Old Girl". Franklin. Second
Journal. (p. 74).

LESSON 26. UNDERSTANDING OTHER CULTURESSubject Objectives:

1. To understand that every cultural system is logical and coherent in its own terms, given a description of the physical, social and ideological environment.
2. To understand some of the factors which must be considered when the contribution of the Indian and the Eskimo to the success of the Hearne, Mackenzie, Franklin, and Back Expeditions is being assessed.
3. To understand that the historian will use the tools of the social scientist when those tools help to explain what men did and why they did it.

Skill Objectives:

1. Analysis of Elements (4.10). To be able to identify the factors which must be considered when the contributions of the Indian and Eskimo to the success of the Hearne, Mackenzie, Franklin, and Back Expeditions.
2. Derivation of a Set of Abstract Relationships. (5.30). To formulate a generalization about the relationship of the work of the social scientist with that of the historian.

Each individual will read his written assignment, "Can you

From the resulting discussion of the readings, the

make it make sense?"

class should see that we tend to evaluate cultures other than our own. We tend to think the greater the difference, the lower the culture.

Groups could then discuss the following:

With the products of this assignment in mind, what are we trying to prove?

We are trying to prove that every cultural system is logical and coherent in its own terms, given the basic assumptions and knowledge available to the specific community.

In order to assess the contribution of the Indian to the success of the Hearne, Mackenzie, Franklin and Back Expeditions, we must attempt to understand the behavior of the Indian in his own terms, not according to our frame of reference. Do you agree with this statement? Why or why not?

This is meant to be an open question and students should come to their own conclusions and be able to defend them.

What factors are important when we are assessing the contribution of the natives to the Expeditions?

Students might mention that we are only in possession of certain recorded facts which were selected according to a visiting white man's culture.

Is the native culture a factor?

In solving our present-day problems in the NWT, would the generalization developed earlier in the lesson be of any use?

The generalization would help us to make a more accurate evaluation of the contribution of the native.

Of what discipline is the generalization representative?

The discipline is Anthropology.

Discuss the relationship of the historian and the social scientist.

The historian will accept and use the tools of the social scientist when those tools help to explain what man did and why he did it.

LESSON 27. THE FUR TRADE AND THE INDIANSubject Objectives:

1. To understand that change in one area of behavior patterns leads to changes in other areas of behavior.
2. To understand that the Chipewyans became 'middle men' in the fur trade, buying from the Hudson's Bay Company and selling to the Dog-Rib and Copper Indians while the Cree kept forcing the Chipewyans to use transport routes through the Barrens.
3. To understand that paralleling developments in the fur trade, as power shifted from the Hudson's Bay Company to Canadian fur traders to North West Company and finally to union of the major companies, that there was comparable power shift and resulting confusion among the Indians.

Skill Objectives:

1. Derivation of a Unique Communication (5.30). To develop an hypothesis as to what happens when a change agent is introduced which changes behavioral patterns in one area.
2. Derivation of a Unique Communication (5.30). To develop a chronology of events relating to the fur trade which took place in the period 1750-1821.

Materials:

Excerpts LXXIV, LXXV, LXXVI.

Excerpt LXXIII reveals changes that occurred in the politics and economics of the north in the fifty years before Hearne made his trip.

Read Excerpt LXXIII and identify:

- (1) the changes in:
 - i. economics
 - ii. power structure
 - iii. role played by the Chipewyan.
- (2) the relationship between peace and trade,
- (3) the relationship among group location, prosperity and group prestige,
- (4) and how the policies of the Hudson's Bay Company and the Chipewyan fitted to result in prosperity for each.

Mackenzie takes up the story in Excerpt LXXIV. Read the Excerpt and identify the major changes which he sees.

In Excerpt LXXVI, Franklin also notes the effect of the traders on the conduct of

Students should realize that when Hearne speaks of "Northern Indians", he is speaking about the Chipewyan, and that the white man brought iron and copper was not sought as it had been before. The Chipewyan acted as the 'middle man', selling materials to the Dog-Rib and Copper Indians at exorbitant prices. Whereas the Cree were driving the Chipewyan north, the Chipewyans were exerting pressure on the Copper and Dog-Rib Indians. The Hudson's Bay Company seemed content to establish peace and allow the Chipewyans to take the risks.

Mackenzie notes the passive policy of the Hudson's Bay Company, the influx of the French trader, the challenge to the dominant power, the conduct of the traders, the formation of joint stock companies, and the feuds between trader and trader and Indian and trader. All this was brought to a close by the smallpox epidemic of the 1780's.

Franklin's account brings the narrative of events to the 1820's.

the Indians. What evils
had crept in?

By reading the excerpts, you
can construct an outline of
the important happenings that
occurred during the period
from 1700 to 1821. Construct
such an outline giving approxi-
mate dates and a brief descrip-
tion of the events.

If you were an Indian who
lived through these times,
what would be the thing that
you would notice most of all?

Students are acting as does
the historian by taking
information from various
sources and interpreting
and relating them.

The generalization being
aimed for is that "Change
in one area of behavioral
patterns leads to change
in other areas of behavior.

Who was the change agent?

What changes happened in
other aspects of life because
of the change agent?

You've really arrived at a
generalization about change,
its causes and effects.
Make a general statement.

Student Readings

Excerpt LXXIV:

*From Samuel Hearne. Op. cit. (pp. 113-118).

Property, standards of value, exchange, and trade in the
period 1700 - 1769 is commented on. The Indians' use of
copper and valuation of it was apparent. Iron was being
introduced by the Hudson's Bay Company. The type of
bargaining is described. The Chipewyans acted as the

middlemen selling to the Dog-Rib and the Copper Indians, while the Hudson's Bay Company supplied the goods. The Chipewyan often took action to preserve their dominance of the trade.

Excerpt LXXV:

*From Alexander Mackenzie. Op. cit. (p. xxxi).

Mackenzie describes the influx of Canadian traders who took over from the French. He comments on the challenge this gave to the Hudson's Bay Company. But the Canadians began brawling among themselves until they lost the respect of the Indian. Things came to such a pass that open war between the trader and Indian resulted and was only cut short by a terrible epidemic of smallpox which killed off nine-tenths of the Chipewyan. By 1783-4, the merchants had formed the North West Company.

Excerpt LXXVI:

*From John Franklin. First Journal. Vol. I. (pp. 128-134).

Franklin takes up the story and deals with the period of rivalry between the North West Company and the Hudson's Bay Company. He speaks of the effects this rivalry was having on the Indians.

LESSON 28. THE POWER AND THE GLORYSubject Objectives:

1. To understand that the family in Chipewyan society was the basic unit of society and that authority in the family resided with the male head.
2. To understand that the rights of property were maintained by physical effort but pressure groups other than the family were minimized.
3. To understand that tradition and custom played a large part in Chipewyan life but that change agents were introducing innovations which were having effects in all aspects of life.

Skill Objective:

Derivation of Unique Communications (5.30). To formulate hypotheses with respect to law, great men, the selection of leaders, the placement of authority, techniques for the enforcement of conformity and the role of tradition.

Materials:

Excerpts LXXVII, LXXVIII and LXXIX.

Last lesson, you saw that a change in the area of economics, like a pebble thrown into a pond, causes ripples that affect other areas of man's behavior.

Class should be divided into groups after they do their reading. Groups formulate hypotheses on topics suggested. Conclusions reached may vary

but reports to the plenary session may stimulate both discussion and further thought.

Today's readings are concerned with power, who possessed it and how it was wielded.

Read excerpts LXXVII through LXXIX.

Hypothesize as to:

- (1) law among the Chipewyan,
- (2) the status of great men among the Chipewyan,
- (3) the selection of leaders in this group,
- (4) the final authority,
- (5) techniques for making the individual conform,
- (6) and the role of tradition.

The basic unit of society was the family unit with men having the authority. The father was head of the family but he was guided by certain principles such as tradition and need to preserve life of members who were useful.

The chiefs had lost much of their power because peace tended to be the rule but the traders still attempted to manipulate the people through them.

The individual conforms to principles because his peers will ridicule him if he doesn't. Wrestling is the most common form of physical effort to make the individual conform. While there is the element of "might makes right", there is a certain democracy in that pressure groups (other than the family) is not operative.

Tradition and custom play a large part in Chipewyan life but changes were creeping in at an increasing rate.

After group discussions,
reports should be dis-
cussed in plenary session.

Student Readings

Excerpt LXXVII:

*From Alexander Mackenzie. Op. cit. (p. clxxxiii).

Law, government and the settlement of quarrels are discussed.

Excerpt LXXVIII:

*From John Franklin. First Journal. Vol. I. (pp. 247-8).

Authority and ritual of a chief are described.

Excerpt LXXIX:

*From Samuel Hearne. Op. cit. (p. 186).

The authority of great men is described.

LESSON 29. DECLINE AND FALLSubject Objective:

To understand the reasons for the decline of influence and numbers of both the Chipewyan and the Yellowknife or Copper Indians and to recognize the rise in prestige of the Dog-Rib, the Slave and the Eskimo as the inheritors of this power.

Skill Objective:

Derivation of a Unique Communication. (5.30). To formulate hypotheses as to the reasons for the decline of the Chipewyans and Yellowknives.

Material:

Excerpts LXXX, LXXXI, and LXXXII.

Gibbons and Shirer took volumes to describe how the power of Rome and Nazi Germany declined. The Journals likewise trace the causes of such decline of peoples and also the chronology of it.

Read Excerpt LXXX.

Divide into your groups and list the reasons Back gives for the decline of the Yellowknives. Also decide when this decline occurred and who Back means when he talks of the 'Yellowknives'.

Students should note that Franklin and Hearne talk of the Copper Indians whereas Back talks of the Yellowknives. One piece of evidence is that Franklin talks about Akaitcho being the chief of the Copper Indians whereas Back speaks of

Who were the challengers
and later became champions?
Report back to the plenary
group.

Akaitcho as chief of the
Yellowknives.

Read Excerpt LXXXI and LXXXII.

From reading the account by
Hearne, hypothesize as to:
(1) the reasons for the
decline of the Chipewyan,
(2) the chronology of their
decline,
(3) who their successors
were.

The Chipewyans were deci-
mated by the smallpox.
This happened about 1781.
In the west the Slave and
Dog-Rib were now the con-
tending power. In the
east, the Eskimo began
to dominate the Barrens.

Student Readings

Excerpt LXXX:

*From George Back. Op. cit. (pp. 456-7).

Back discusses the reasons for the decline and fall of the
Yellowknives.

Excerpt LXXXI:

*From Samuel Hearne. Op. cit. (pp. 115-6).

Hearne describes how the policy of peace instituted by the
Hudson's Bay Company may have caused the downfall of the
Chipewyans.

Excerpt LXXXII:

*From John Franklin. First Journal. (pp. 40-7).

Franklin describes the Eskimo at Churchill - their numbers,
chiefs, their beliefs, the activities of the conjurers,
the different bands of Eskimo and the construction of a

house.

Optional Readings:

- (1) "People on Hudson Bay" - Hearne. (pp. lviii - lxiv).
- (2) "Esquimaux of the Churchill Area". Hearne. (pp. 103-5).
- (3) "Eskimo-Indian Warfare". Hearne. (pp. 217-8).
- (4) "Eskimo at Coppermine". Hearne. (pp. 108-10).
- (5) "Eskimo-Resolution Island". Franklin. First Journal.
Vol. I. (pp. 27-30).
- (6) "Mackenzie Delta Esquimaux". Franklin. Second Journal.
(pp. 99-113).
- (7) "Esquimaux West of Mackenzie". Franklin. Ibid. (pp. 117-
-120).
- (8) "Esquimaux east of Mackenzie". Franklin. Ibid.
(pp. 193-204).
- (9) "Esquimaux at Bathurst Inlet". Back. Op. cit. (pp. 379-
-386).

LESSON 30. AN ESSAY

Read Excerpts LXXXIII through LXXXVIII. The authors in the Excerpts either talk about their own contribution to knowledge of the area of the Northwest Territories or about that of other travellers.

After reading the Excerpts and then acting as an historian, and using the skills and content gained in this unit, evaluate the contributions made and your reasons and evidence for so thinking.

Your paper should have a title and be at least 300 words.

Student Reading

Excerpt LXXXIII:

*From Samuel Hearne. Op. cit. (p. 195).

Hearne describes what he thinks of his own work.

Excerpt LXXXIV:

*From John Franklin. Second Journal. (pp. 316-7).

Franklin describes his prediction of a North West Passage.

Excerpt LXXXV:

*From George Back. Op. cit. (p. 390).

Back describes the mouth of the Thlew-ee-choh or Great Fish River which his Expedition reached.

Excerpt LXXXVI:

*From George Back. Ibid. (p. 144).

Back describes his opinion of the work of Hearne.

Excerpt LXXXVII:

*From John Franklin. Second Journal. (p. 39).

Franklin describes his opinion of the work of Mackenzie.

Excerpt LXXXVIII:

*From John Franklin. Second Journal. (pp. 236-7).

Richardson pays a tribute to John Franklin.

CHAPTER IV

EVALUATION OF THE UNIT

The unit has been established. The steps in unit construction as described by Taba have been carefully followed. Is it possible to evaluate a unit without actual trial in the classroom? The following chapter attempts to show that evaluation is possible because this is a "pilot" unit. The whole purpose of the study was to prepare a unit so that it would be ready for trial in the classroom. What methods, then, can be utilized to evaluate the unit so that one knows it is ready for trial?

I. MICHAEL SCRIVEN AND EVALUATION

Michael Scriven, who was the director of the Evaluation Project of the Social Science Educational Consortium in 1966, defines evaluation as an attempt to answer certain types of questions about the value of certain entities.³⁴ In the case of this unit, an attempt must be made to evaluate how good the unit is intrinsically rather than how well the unit achieves its goals.

³⁴Michael Scriven, The Methodology of Evaluation (Social Science Education Consortium, Indiana University, 1966).

Scriven points out that there are two roles for evaluation to play in curriculum development: (1) Formative, and (2) Summative. By formative, he means that evaluation that takes place while the unit is being formed and by summative, he means evaluation of the total effect on the behavior of the students to which the unit was taught. He maintains that both roles are important in evaluating educational instruments, practices, courses, and units. Neither of the roles can be neglected.

Scriven identifies formative evaluation with process research. This type is simply the outcome of evaluation of intermediate stages in the process of curriculum development. The whole point of this research is to discover whether the unit is ready for trial in the classroom. This research must evaluate whether the criteria used in development of the unit are "an adequate analysis of the proper goals of the curriculum." Scriven says further:

Evaluation proper must include, as an equal partner with the measuring of performance against goals, procedures for the evaluation of the goals."³⁵

Scriven suggests that there are two basically different approaches to the evaluation of an educational

project such as a pilot unit. The first approach evaluates the unit itself and would include evaluation of the content, goals, test items, and learning activities. The structure of the unit itself is evaluated. This is what Scriven calls "Intrinsic Evaluation." The other approach examines the external aspect -- how the unit affects human behavior. This latter approach, he terms "Pay-off" evaluation.

Scriven points out that the key difficulty with evaluation using intermediate goals in the Intrinsic approach is in the formulation of the goals for the unit. The objectives of the course must be clearly stated using the categories of Bloom and Krathwohl in order that a standard meaning for objectives be established.³⁶ The learning activities must reflect the objectives and the test item pool must reflect the objectives and the learning activities.

Scriven proposes three concrete and helpful activities for the curriculum maker in the formulation of objectives. These suggestions have been utilized in this study. First, Scriven suggests constant re-examination and reformulation of goals as the work of curriculum development

Benjamin S. Bloom, Taxonomy of Educational Objectives (Longmans, Green and Co., 1956).

continues. Secondly, he suggests the construction of a test-item pool at the same time as learning activities and goals are being devised. Thirdly, he suggests getting external judgments as to whether or not the goals, the actual content and the test questions are doing what the author proclaims.

Scriven believes the test-item pool to be of value in addition to being an "operational encapsulation" of the goals of the course, also: (1) gives the student an idea what is expected of him, (2) provides a pool from which a final examination can be selected, and (3) gives the curriculum developer a detailed picture of his own success. The test-item pool, in this study, would be of value in that it would serve as an operational encapsulation of the goals of the unit. Scriven also cautions:

We must certainly weigh seriously the opinion of the subject matter expert as to the flavour and quality of the curriculum content. Sometimes, it is almost all we have to go on, and sometimes it will even be enough for some decisions.³⁷

He suggests having the unit read through by some highly qualified expert in the field of history and experts in the fields of methodology and curriculum development.

³⁷Scriven, Op. cit. p. 9.

Scriven says that there are a number of matches that must be made. They are: (1) The match between goals and unit content, (2) the match between goals and examination content, and (3) that between unit content and examination content.

II. EVALUATION OF THE CONTENT

The contents of the unit were first examined by comparing the ideas reflected in the unit with those expressed by authorities in the disciplines of History and Anthropology.

Henry Steele Commager illustrates five compelling ideas about the nature and study of history. Commager was asked specifically to "describe the nature of his field, to trace its history, to look at its methods and procedures, and to select what appeared to be fundamental ideas."³⁸ The Series of which this book is a part was "designed to assist teachers to re-examine their purposes in and approaches to the teaching of all particular subjects related to the larger disciplines." Since this unit includes attention to the nature and study of history, how

³⁸Henry Steele Commager, The Nature and Study of History (The Charles E. Merrill Social Science Seminar, Columbus, Ohio: Charles E. Merrill, Inc., 1965).

well does it reflect these ideas of Commager? Commager's ideas should be implicit in the learning activities and the subject content of the unit.

Commager's first compelling idea according to Muessig is:

Continuous and unrelenting change has been a universal condition of human society throughout both remembered and recorded time.⁴⁰

The whole unit is based upon the idea that if students determine current problems and the state of man in a certain area and then compare it with that of the period 1700-1835, then the student must become aware of change. Lesson I begins with a study of problem solving. Routine procedures did not satisfy, a new or different element had been introduced in a situation and man had to change his routine. The next eight lessons view how the historian looks at historical problems and in Lesson 9, the student formulates his own definition of history. Lessons 11 and 12 are devoted to the journals of Hearne and Mackenzie, establishing what the circumstances were in the past. Lessons 13 through 19 are concerned with individuals and with man, and how man by his unique actions introduces change into his

⁴⁰Commager, Op. cit. p. 100.

environment. Lessons 22 through 26 take a look at culture, society and the state of man in a group and how he behaved in the period 1700-1835. The present and past are continually being compared so that change with reference to communities must be discussed by students.

The theme of Lesson 27 describes the effect of change and how change in one area of behavior leads to changes in others. The chronology of events was traced. Lesson 28 and 29 lead students to discuss innovation and changes with reference to political power. The final essay is concerned with the contribution of the natives and the authors of the journals.

The unit content and the learning activities, then, illustrate and exhibit this compelling idea of Commager's.

The second idea of Commager is stated thus:

History makes man aware of the possible rather than the probable, allowing him to choose among rational alternatives concerning the time in which he lives. History offers no immutable laws, givens, or inevitables, however, upon which to base such decisions.⁴¹

Students, in studying the value of history, were not told in the unit what the value of history was but they were given situations in which they were forced to think about the value of history and it was hoped that they would

⁴¹Commager, Op. cit., p. 110.

arrive at a generalization somewhat like that listed above. Lesson 4 was specifically designed to bring out this generalization wherein the shooting of Michel and Hood were considered in comparison with that of Soosee. The consideration of the whole unit, looking into the past in order to get perspective on today's problems, reinforces what would be learned in Lesson 4.

The third idea was:

Ideally, the past should be understood on its own terms. Historical events should be examined in light of standards, values, attitudes, and beliefs that were dominant during a given period and for a given people, rather than evaluated exclusively by Twentieth-Century standards.⁴²

Many excerpts were given in the unit (i.e. Hearne at Bloody Falls, Franklin on the return from Coppermine, Matonabee when he was blackmailed for a woman) where the student had to enter into the decision, to see the circumstances under what the decision was made, to look with the eyes of yesterday using yesterday's values, and even to attempt to predict what the decision would be. In Lesson 19 in "A Race With Death", students were led to a certain event and then asked to make the decision. Further, a real

⁴²Commager, Op. cit. p. 120.

attempt was made to have the student understand Chipewyan culture of the period; the underlying reason for such activity was to see the white intrusion through other eyes. One of the purposes of the unit was to assess the contribution of the travellers and the aid given them by the indigent people.

Frame of reference and mind set were discussed in the unit and activities were provided so that students could examine their own frame of reference and value system.

Commager's fourth idea was quoted as:

Rarely can complex historical events be explained in terms of a simple, one-to-one, cause-and-effect relationship. Rather, a study of the past indicates that multiple-causation is the dominant pattern.⁴³

Nowhere in the unit is this generalization verbalized by the students but students should use the generalization. In assessing the reasons for the downfall or decline of the Chipewyans, the Yellowknives, the failure of the Second Expedition of Hearne or the First of Franklin, students see that no one cause resulted in the decline or failure, but that there were many causes and that there is a pattern in history of multiple causation.

⁴³Ibid., p. 131.

So too, students see the intrusion of the white man and his methods as set forth by the journal authors as not just causing one effect but many.

The fifth idea is:

The record of the past is irremediably fragmentary, selective, and biased. The significance of available historical "facts" varies with the individual who studies them, and each generation tends to recreate and rewrite history in terms of its own needs, aspirations, and point of view.⁴⁴

Often during the unit, the student is led to define the bias of an author. Often, students are asked to see an episode through someone else's eyes. Students are asked, for example, to critically examine the arguments given by Akaitcho and compare them with Franklin's. A statement of Akaitcho's predicting disaster for the First Expedition is brought back to the student's mind after he has read "A Race With Death." Did Akaitcho predict the outcome? The question, of course, is left for student conjecture.

Because Mackenzie and Hearne were biased, excerpts from Franklin were given to the students. Franklin had a different point of view, represented different interests, visited the same spots as the two and, indeed, was of a

⁴⁴Commager, Op. cit., p. 139.

different generation. By using several authors, the student is more likely to arrive at the truth.

By use of fragments or excerpts, students realize that they are only getting small pieces of what actually happened and that they can only approximate the truth. They realize that history consists of many hypotheses and if new "facts" or evidence is brought to bear that affects the hypotheses, then the hypotheses must be revised or discarded.

The unit begins with the discussion of problems and problem solving. It has the student investigate at the very beginning their own problems and concerns. With these concerns in mind, they then turn to the past to see the background of these concerns. The unit leads the student to realize that "every man is his own historian."

In their concluding statement Muessig and Rogers say that if their book has served its purpose, then the student should after completing it, be more aware of "the value, significance and dynamism" of history as an academic discipline, the relentlessness of change and the complexity of the task of the historian. Further, they say:

He will have learned something of history's promise and something of its limitations, as well as an

appreciation of the incalculable debt modern man owes to those who preceded him.⁴⁵

This is precisely what this unit sets out to do. If every one of the "compelling ideas" of Commager are used in this unit, then may not this study express the same hope with the same validity as did Muessig and Rogers?

But this unit though it formally professes to use history, also claims to use the methods and skills, the concepts and understandings of social scientists as well. One of those social sciences, drawn heavily on by this unit, was anthropology.

In the Merrill Social Science Seminar Series, Muessig commented on Pertti J. Pelto's The Study of Anthropology. As with Commager, Muessig selects certain "representative insights" as being important for development in the classroom. How well are these "representative insights" cared for in the content and learning activities of this unit?

Muessig's first choice of representative insight follows:

It appears that humans everywhere shape their beliefs and behaviors in response to the same fundamental problems and needs.⁴⁶

⁴⁵Commager, Op. cit., p. 154.

⁴⁶Pertti J. Pelto, The Study of Anthropology (Editors: Raymond H. Muessig and Vincent R. Rogers, The Charles E. Merrill Social Science Seminar Series, Columbus, Ohio: Charles E. Merrill, 1965). p. 81.

The unit is based on the problems and needs of humans, and upon the premise that certain fundamental problems keep cropping up. The problems were apparent in 1700-1835 as they are today, because man has certain fundamental needs and his problems appear when he attempts to satisfy these needs. The circumstances change but the basic problems remain the same.

The second insight quoted by Muessig was:

Practically all important differences in human behavior are understandable as variations in learned patterns of social behavior - not differences in biological apparatus, type of blood, or any other genetically inherited mechanism.⁴⁷

Again, the insight is used rather than developed as something which the student would verbalize. The Chipewyan, the Dog-Rib, the Copper Indian, the fur-trader and the authors are treated as people -- human beings who were very little different from those who study. Each was unique but each had a certain frame of reference which was affected by culture. The unit uses a classification of Clark Wessler's which showed that all cultures have certain needs and functions and the excerpts dealing with Indian culture were chosen with this criteria in mind.⁴⁸

⁴⁷Ibid, p. 86.

⁴⁸Verne S. Sweedlum and Golda M. Crawford, Man in Society (New York: American Book Co., 1956) I. 48.

In examining Chipewyan and the northern Indian's culture, the unit uses Muessig's third insight that every society has regular patterns of behavior which make it possible for one individual to predict what another will do.

By reading the excerpts of the four authors of the journals, students were led to the fourth Muessig defined insight:

Man's perceptions of his experiences are strongly influenced by his cultural heritage; and he tends to view his own way of life as the most reasonable and mature.⁴⁹

Hearne was incensed at the treatment of women by the Chipewyan because he had his own value system that he derived from European sources. Franklin instructed Akaitcho about a Divine Being because Franklin had received such information from his heritage. Hearne's description of Chipewyan cooking revealed his own standard plus that of the Chipewyan. He began modifying his values as he came to see the reason for Chipewyan behavior. Again the unit uses the insight, and even goes far to having the student express it.

Through the exercise "Can you make it make sense?" used in Lesson 25, the unit attempts to get the student to

⁴⁹Pelto, Op. cit., p. 94.

express this fifth insight:

Every human cultural system is logical and coherent in its own terms, given - the basic assumptions and knowledge available to the specific community.⁵⁰

The comments in the excerpts of the journal authors on how certain practices were being adopted by the Indians illustrated the sixth insight:

Man has the capacity to adopt, adapt, and reconstitute present and past ideas, beliefs, and inventions of others who are living or dead.⁵¹

Of all the authors, probably Hearne was the most sympathetic to adopting cultural ideas from the Indian. Probably, if more practices had been adopted by the white man in his travels, there would have been less discomfort and hardship. But this insight was especially used in those sections which dealt with the contributions of the indigenous people.

The seventh insight was also utilized in the content and learning activities of the unit:

Every cultural system is composed of an interconnected network of behavioral patterns. No system is ever completely static: Changes in one area generally lead to alterations in other segments of the system.⁵²

⁵⁰Pelto, Op. cit. p. 99.

⁵¹Ibid., p. 102.

⁵²Ibid., p. 105.

The Indians, as recorded by Franklin, were adopting features of the European way of trading and consumption. They had already accepted the gun by Hearne's time. Hearne records how iron replaced copper. All these happenings are in the excerpts that students were required to read and discuss.

And finally, the eighth insight was "Personal perceptions, predispositions, and values complicate man's study of man."⁵³

Activities in the unit are such as to force the student to define the frame of reference of the Chipewyan, Hearne, Franklin, Mackenzie and Back. The small groups of students investigating Chipewyan culture have to remember who was reporting. The students in the activity are attempting to see Chipewyan culture as a whole.

In his conclusion after commentary on the eight insights, Muessig says: "...We sincerely hope that some of anthropology's basic concepts, insights, and revelations have been clarified and vivified in this brief treatise."⁵⁴ If Muessig captures some of the basic concepts, insights

⁵³Pelto. Op. cit., p. 111.

⁵⁴Ibid., p. 116.

and revelations and embodied them in the eight insights above quoted, and if those insights have been clearly advanced and illustrated in the unit, then the unit can be said to have some value in exposing students to the work of social scientists.

One further question could be asked of the materials used as excerpts. Were these materials representative of the journals? By reading the excerpts, would the students get the flavour of the journals?

Since the students cover most of the major incidents in the Hearne, Mackenzie and First Franklin expeditions, the answer is, yes. Much of the daily entry repetitiousness has been removed. The Second Franklin Journal and that of Back were used mostly for corroborating evidence. Of the 88 excerpts used in the unit, 4 were from sources other than the Journals, 28 were from Hearne, 10 from Mackenzie, 29 were from the First Franklin Journal, 6 were from the Second, and 11 were from the Back Journal. Using pages quoted in the excerpts, 117 pages were from Hearne, 180 from the First Franklin Journal, 24 were from Back, 26 from Mackenzie and 22 from the Second Franklin Journal. The quotes used in the film on Mackenzie were not included in these figures. In doing the readings, students would have covered less than 269 pages of the journals.

III. EVALUATING WHETHER THE UNIT MEETS THE DIAGNOSED NEEDS AND PROBLEMS OF THE STUDENTS

The content of the unit must be designed to meet the needs and problems of the students for whom it was intended.

In Chapter I, it was stated that the students should deal with problems in the society in which the student lives. This was done in the unit by having the student define the problems and judge which ones were the most pressing. The unit led the student to see the background of each of these problems and the changes that had taken place in the background. Further, as has already been established, some of the important methods, skills, concepts of the disciplines were utilized. Because the unit places great stress on investigating Chipewyan culture, then this element would be added to the existing program being taken by Grade Ten students. Further, the economic system, as it was then, is examined. The examination of Chipewyan culture makes the concept of culture more real which could be helpful in bringing about an improvement in human relations in an area where people of more than one culture live together.

These activities and content were designed with the characteristics of northern Indian society as described by Father Renaud.⁵⁵ The unit sought to promote discussion on

⁵⁵Renaud. Op. cit.

topics that interest the students in areas where those students have already some competency - the use of their own language, myths, practices but to lead them further to analysis, synthesis, and evaluation. It seeks to add to their knowledge by the use of printed material. It seeks to lead from the pre-scientific and empirical way that Father Renaud⁵⁶ claims as Indian mode of thinking into the mode of inquiry that is scientific. The unit activities lead out from the immediate surroundings of the individual student to wider horizons both geographic and ideational. The unit gets the student to discuss change as this area and people have experienced it and by extrapolation, the student would be led to predict the changes which are to come. The unit points out that the native people of the area and period did adjust and adapt and in this they have much of which to be proud. The content and learning activities attempt to lead the student from areas in which he seems deficient (literacy, scientific attitudes, silent) to greater proficiency in these areas while hopefully establishing a respect for their own heritage.

IV. EVALUATION WHETHER THE SPECIFIC OBJECTIVES REFLECT THE IDEAS OF COMMAGER AND PELTO

If the learning activities reflected the five "com-

⁵⁶Renaud. Op. cit.

elling ideas" of Commager and the "representative insights" of Pelto, then the specific objectives should reflect them also.

In Table I, the abbreviated ideas of Commager are placed in five vertical columns. Under each heading is the number of the specific content objective that deals with the idea. The Roman numeral is the lesson in which the objective is contained and Arabic number is the number of the subject objective in that lesson. The important thing that the table illustrates is that the subject objectives do reflect these compelling ideas.

TABLE I

THE IDEAS OF COMMAGER ARE EXPRESSED IN THE FOLLOWING
SPECIFIC SUBJECT OBJECTIVES IN THE LESSON PLANS
OF THE UNIT

Continuous unrelenting change is the pattern. XXII - 3 XXIV - 1 XXVIII - 3 XXIX - 1 XXVII - 1 XXVII - 2	History presents possible rather than probable. IV - 1 IV - 2 IV - 3	Past can be understood on its own terms. XV - 1 XIV - 1 XIII - 1 XVI - 1 XXII - 1 XXII - 2 XXII - 3 XXIV - 1 XXV - 1 XXVI - 1	Multiple causes. XVII - 2 XIX - 1 XVI - 2 XVIII - 1 XXVI - 1	Record is fragmentary, selective, and biased. II - 1 II - 2 III - 1 VI - 3 VII - 3 V - 1 V - 2 VIII - 2 VIII - 1 X - 1 XII - 1
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When the same type of tally was kept on the "representative insights" of Pelto in Table II where the ideas of Pelto were classified in vertical columns and the specific subject objectives were listed under the idea, it can be seen that the specific objectives do reflect these "representative insights."

TABLE II

THE REPRESENTATIVE INSIGHTS OF PERTTI J. PELTO ARE EXPRESSED IN THE FOLLOWING SPECIFIC SUBJECT OBJECTIVES IN THE LESSON PLAN OF THE UNIT

I	II	III	IV	V	VI	VII	VIII
I-1		XXII-1	II-1	XXII-2	XXVII-2	XXVII-1	XVII-2
I-2		XXIII-2	II-2	XXIII-1	XXVIII-3	XXIX-1	
XXII-3			III-1	XXV-1		XXVIII-3	
			VII-3	XXVI-1			
			VIII-3				

V. EVALUATION WHETHER THE TEST ITEMS REFLECT THE IDEAS OF COMMAGER AND PELTO

The items of the test-pool and the essay assignments were examined to see if they reflected the ideas of Commager and Pelto. The test in Lesson XI was considered Test I and the items of that test were listed in arabic numbers. The test in Lesson 21 was considered Test 2. The essay in Lesson 8 was considered as Essay I and that in Lesson 30 as Essay 2.

TABLE III

THE IDEAS OF COMMAGER ARE CONTAINED IN OR MAY BE REFERRED FROM THE FOLLOWING TEST ITEMS OF LESSON 11 AND 21 AND THE ESSAYS OF LESSONS 8 AND 30.

I	II	III	IV	V
II-2	Essay 1	Essay 2	Essay 1	Essay 1
II-8		I-13	Essay 2	Essay 2
II-10		I-7	I-17	I-8
		I-9	II-5	I-12
		II-23	II-24	I-15
		II-35	II-40	I-16
				I-17
				II-31

TABLE IV

THE REPRESENTATIVE INSIGHTS OF PERTTI J. PELTO ARE CONTAINED IN OR MAY BE INFERRED FROM THE FOLLOWING TEST ITEMS OF LESSON 11 AND 21 AND THE ESSAYS OF LESSONS 8 AND 30.

I	II	III	IV	V	VI	VII	VIII
II-8	II-32	II-41	I-8	I-7	II-29	II-2	II-31
II-10	II-35	II-25	I-11	I-16		I-21	I-8
		II-26	I-12				I-12
		II-27	I-14				I-15
			II-31				I-16
							I-20

It may be concluded from this examination of the test items that the ideas of Commager and Pelto were represented in those test items.

VI. EVALUATION OF HOW THE COMPONENTS OF CURRICULUM DESIGN ARE RELATED

In Chapter I, the curriculum planners of the Eight Year Study were quoted as defining the components of curriculum design and their relationships. Actually there were six sets of relationships to be considered. This evaluation has shown that the subject matter and the learning activities of this unit do reflect the ideas of Commager and Pelto. It has been established as well that these ideas were reflected in the specific objectives and in the test items. Therefore, it can be concluded that the unit demonstrates internal consistency in that all the components reflect these ideas. How well the ideas were reflected would have to be determined by trial in the classroom.

VII. EVALUATION OF HOW WELL SKILLS HAVE BEEN CARED FOR IN THE UNIT

So far the analysis has only been concerned with the subject content of the unit. How well are the skills which the student was asked to employ provided for?

The Carnegie Curriculum Centre gives a list of cognitive skills that apply to thought processes in all disciplines.⁵⁷ The Centre outlines the steps in a mode of

⁵⁷Edwin Fenton, The New Social Studies (Toronto: Holt, Rinehart and Winston, Inc., 1967) pp. 16-17.

inquiry for the social studies in the following fashion:

1. Recognizing a problem from data.
2. Formulating hypotheses:
 - a. Asking analytical questions.
 - b. Stating Hypotheses.
 - c. Remaining aware of the tentative nature of hypotheses.
3. Recognizing the logical implications of hypotheses.
4. Gathering data:
 - a. Deciding what data will be needed.
 - b. Selecting or rejecting sources.
5. Analyzing, evaluating and interpreting data:
 - a. Selecting relevant data.
 - b. Evaluating sources:
 - (1) Determining the frame of reference of an author.
 - (2) Determining the accuracy of statement of fact.
 - c. Interpreting the data.
6. Evaluating the hypothesis in light of the data:
 - a. Modify the hypothesis, if necessary:
 - (1) Rejecting a logical implication unsupported by data.
 - (2) Restating the hypothesis.
 - b. Stating a generalization.

If the learning activities, content, specific objectives and the evaluative procedures in the unit exhibit, illustrate and utilize these steps, then the unit must be considered to be worthwhile and internally consistent.

The first nine lessons of the unit dealt with all six steps of the mode of inquiry and the activities in the remaining twenty-one lessons had the students apply this mode of inquiry to the excerpts from the journals. The first nine lessons were modeled after the Shaping of Western Society.⁵⁸ Some of the activities listed in this unit were

⁵⁸Carnegie Curriculum Centre. The Shaping of the Western World (Pittsburgh, Penn.: Carnegie Institute of Technology).

taken from this book of readings. The whole of the learning activities in this unit are shaped within this plan of inquiry.

When the skill objectives were examined and classified as to which step was being emphasized in a lesson, as shown in Table V, it can be shown that the steps were covered many times in the statement of objectives.

TABLE V

A TABLE SHOWING HOW THE SPECIFIC SKILL OBJECTIVES OF THE LESSONS IN THIS UNIT DEAL WITH THE STEPS IN THE MODE OF INQUIRY

Step*	**Lesson and specific Skill Objective
1.	I-1, II-1, I-2, I-3, II-2, XIV-1
2. a.	VII-1, VII-2, X-2, XII-2
b.	V-3, XII-2, XIV-2, XIV-3, XV-1, XIX-1, XXIII-1
c.	
3.	IV-1, V-1, XIX-2
4. a.	V-2, VI-2, VIII-2
b.	VII-1, VIII-1

5. a. III-1, XVII-2, XXVII-1

b. (1) VII-2, XVIII-1

(2) XVII-1

c. IX-2, X-2, XIII-1, XIII-2, XVI-2, XXIII-2
 XXIII-1, XXVI-1, XXVII-1

6. a. (1) IX-2, XIII-3, XXIII-2

(2) XIII-1, XVI-1

b. I-4, III-2, III-3, IV-3, XVIII-2, XXII-1, XXIV-1
 XXII-2, XXV-1, XXVI-2, XXVIII-1

* Steps from the mode of inquiry of Carnegie Centre.

**Roman numeral refers to lesson, arabic to objective rank number.

When the test items of lessons 11 and 21 were examined as is done in Table VI, it can be noted that all steps of the mode of inquiry were covered by test items. Further, Essay 1 was an essay written on the methods used by a historian whereas Essay 2 forces the student to apply his knowledge in formulating an hypothesis with warrant.

TABLE VI

A TABLE SHOWING HOW THE TEST ITEMS OF LESSONS 11 AND 21 IN THIS UNIT DEAL WITH THE STEPS IN THE MODE OF INQUIRY

*Step	Test 1	Test 2
1.	1, 2	10
2. a.	0	1
b.	6, 11, 18	0
c.	0	0
3.	7	0
4. a.	5	7, 38, 40
b.	0	6, 11, 35, 36
5. a.	17	33
b. (1)	6, 8, 12, 16, 20, 21	25, 26, 27, 31
(2)	9, 19	32
c.		30

6. a. (1)	14	24, 41, 4
<hr/>		
(2)	0	28
<hr/>		
b.	0	37

* Steps in the mode of inquiry.

**Items in either Test 1 or Test 2.

VIII. CONCLUSION

If then, the criteria are the steps in a mode of inquiry for the social studies is the Carnegie definition and if these are exhibited and used in the learning activities, the statements of skill objectives and the testing items, it may then be concluded that the unit is internally consistent. It can be concluded further that it contains worthwhile activities in which social studies students may be gainfully employed.

If the test items reflect the objectives, and the learning activities carry out the objectives, then it can be inferred that the test items must reflect the content and learning activities.

In this chapter the match between the goals and the course content was examined, the match between the objectives and the examination content was considered, as well

as that between the content and examination content. It was argued that each reflected the other and therefore the unit was internally consistent. It was demonstrated that the elements of curriculum design were all moulded to the needs of the students in the Northwest Territories and therefore the unit should be ready for trial in the classroom.

CHAPTER 5

CONCLUSIONS AND IMPLICATIONS

I. SUMMARY OF PROCEDURES

This study was concerned with the development of a pilot unit for use by Grade 10 Social Studies students in the District of Mackenzie, Northwest Territories. The object of the unit was to get students to use the methods of the historian in investigating the background of current problems in the Northwest Territories. Those tools and skills which the historian borrows from the social sciences were also stressed.

Hilda Taba's steps were followed in the building of the unit. The needs of the students in the Territories were first assessed and then the general and specific objectives were defined. The source from which the objectives were chosen were from the outlined needs of the student, the chief structuring ideas of the disciplines and the Alberta High School Social Studies Guide. The major topics and their subtopics or core ideas were outlined. Learning activities were developed on these core ideas and a test item pool was also constructed. The whole unit was then scanned for balance.

The reading material was taken from the Journals of Hearne, Mackenzie, Franklin and Back. These authors were chosen because they visited representative areas in the Territories, because of the excellence of their written work, because they represented different interests, and because they travelled mostly across the Territories and so described the land, the flora and fauna, the people and their own exploits.

The unit was so constructed as to promote an inductive inquiry approach so that students would make hypotheses and check them. While the activities were generally prescribed in the unit, there is enough scope for teacher-student selection of activities and readings.

Once the unit was formed, some of the ideas of Scriven were used in its evaluation. He maintained that the relationship between objectives and learning activities, objectives and testing items, and testing items and learning activities should be examined in order to establish internal consistency. The objectives, learning activities and test items were examined to see if they reflected the "compelling ideas" that Commager thought history had. These same elements were examined to see if they reflected the "anthropological insights" of Pertti J. Pelto and it was concluded that they did.

II. POSSIBLE OUTCOMES

- A. The Northwest Territories may soon be seeking to set up a high school curriculum revision committee. If this unit were successfully given trial in a number of classrooms, it may induce authorities to try a somewhat similar approach to curriculum construction.
- B. The study seeks to construct a good, workable unit to be used in a course of study.

III. IMPLICATIONS

A. For Administrators

School administrators might utilize groups of teachers in a school or in the District to construct units designed to meet the needs of northern students. This would serve to promote and stimulate new approaches to topics as well as the sharing of ideas among teachers in service.

A survey of materials that could be used for such units should be made. For example, there are many more journals that could be used as source materials. Even a list that would be distributed to teachers might stimulate teachers to search for others.

B. For Teachers

Since the teacher in the north has many responsibilities in addition to that of adapting the curriculum to the northern setting, it would be helpful to that teacher to

have available a library of prepared units. A library of units from which the teacher could select would also suggest new approaches and techniques and stimulate the teacher to prepare his own units.

The teacher should be encouraged to catalogue local resources such as documents and historic artifacts. These lists should then be pooled.

Groups of teachers should be encouraged to cooperatively plan, make trial, and compare the results of such trials of units.

C. Teacher Preparation Programs

All the theoretical considerations that are used in overall curriculum planning are utilized in unit construction according to Hilda Taba.⁵⁹ Unit construction is to curriculum planning as micro-teaching is to teaching. If this be so, then the construction of units is a required activity for students preparing for service in the teaching profession.

⁵⁹Taba, Op. cit., p. 346.

IV. FURTHER RESEARCH

A companion study using the discovery of the North West Passage and the sea approach could be inserted in the present Grade 11 Alberta Program.

Other units which could deal with such topics as development of settlement in the Territories, ancient history of the Territories, the development of the church and government in the Territories could be developed.

A survey of the journals available or materials that could be used in the construction of units for Social Studies would also be helpful to the teachers of the Territories.

This unit should now be tried in a classroom to determine its effectiveness and value.

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